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ABSTRACT

In this monograph, 13 college presidents describe ways in which they and their constituents have transformed their institutions. These success stories illustrate some of the most innovative practices occurring in small colleges today. The essays are: (1) "Repositioning for Success" (Louis J. Agnese, Jr., University of the Incarnate Word); (2) "Leading with Our Strengths" (Lee Balzer, John Brown University); (3) "Back from the Brink" (Esther L. Barazzone, Chatham College); (4) "Developing Diversity" (Donald J. Bracken, Park College); (5) "Capitalizing on Connections" (William H. Crouch, Jr., Georgetown College); (6) "The Cooperative Edge" (E. LeBron Fairbanks, Mount Vernon Nazarene College); (7) "A Study in Synergy" (Keith Lovin, Maryville University of St. Louis); (8) "Pragmatic Planning" (Roger H. Martin, Randolph-Macon College); (9) "Extending an Invitation to Tomorrow" (Sister Mary Andrew Matesich. Ohio Dominican College); (10) "Creating the Mission-Oriented Opportunity" (John E, Moore, Jr., Drury University); (11) "Developing the Whole Student" (Philip C. Stone, Bridgewater College); (12) "Changing the Campus Climate" (Francis Marie Thrailkill, College of Mount St. Joseph); and (13) "Answering the Call" (Peggy Ryan Williams, Ithaca College). (SLD)

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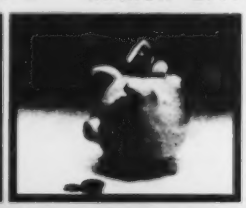

Presidential Essays

Success Stories
Strategies that Make a Difference at Thirteen Independent Colleges and Universities

Allen P. Splete, Editor

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Acknowledgments

I wish to thank the more than 70 college and university presidents who spent time during the summer of 1999 preparing abstracts for consideration for this monograph. I certainly regret that space does not permit us to include here more of their good ideas.

My deep thanks as well to the 13 presidential authors, who spent considerable time and effort developing their ideas into the essays in this volume.

I want to acknowledge the panel of retired CIC presidents — Marylouise Fennell, RSM, Past President of Carlow College, Dorothy MacConkey, President Emeritus of Davis and Elkins College, and John Synodinos, President Emeritus of Lebanon Valley College — who helped us select the essays that are included here.

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Finally, my deep thanks to Robert C. Dickeson, head of the USA Group Foundation and USA Group's senior vice president for corporate advancement. Bob shared our vision of the greater good that could be realized when a group of CIC presidents articulated their innovations and accomplishments. He supported this project from the onset.

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Presidential Essays "Success Stories"

Strategies that Make a Difference at Thirteen Independent Colleges and Universities

by Dr. Allen P. Splete
President,
Council of Independent Colleges

Introduction

The Council of Independent Colleges serves many colleges that truly deserve the adjective "independent," especially when it comes to the process of change. In this monograph, 13 college presidents describe ways in which they and their constituents have transformed their institutions. Because these success stories illustrate some of the most innovative practices occurring in small colleges today, they can serve as a beacon to others seeking to bring change to higher education.

Although each college tells a unique story, some have undergone more radical change than others. The essays about the University of the Incarnate Word, Chatham College, Park College, the College of Mount St. Joseph, and Drury University tell of complete institutional turnarounds.

Ohio Dominican College and Randolph-Macon College describe adopting notable strategic planning models.

Mount Vernon Nazarene College, Maryville University of St. Louis, Georgetown College, and Ithaca College offer examples of creative collaboration, alliances, and partnerships.

John Brown University tells of founding and endowing two new academic centers. And Bridgewater College describes developing an unusual approach to assessing student achievement.

My task as editor is to highlight key aspects of each essay and expand upon their potential significance for all of higher education. Let me begin with the five turnarounds that revolutionized the institutions involved.

ver a period of 14 years, the **University of the Incarnate Word** in San Antonio transformed itself through a combination of creative leadership and well-defined vision. This small Roman Catholic college, which became a university in 1996, used its regional reach and potential value to the Hispanic community to maximum advantage. An effective new marketing program helped create a sharper image through ads that ran in both English and Spanish. Enrollment woes vanished. To guarantee added success, Incarnate Word has also established a degree-completion program for adults and is now broadening its international outreach.

However, the details of the university's story reveal that change did not come easily. It is important to note here that the changes occurred only as a result of sharing the fruits of success and of the strong impact of promises kept in building a common vision.

In 1992, all-female **Chatham College** was in serious decline and clear need of fresh direction. In response, an energetic new president developed a solid administrative team, shared the college's fiscal realities in an open fashion, and laid the groundwork for strategic investments in the future. Facing hard financial choices, the college's leaders decided to balance the budget over a period of five years by cutting operating expenses significantly while providing funds for new programs. Not unlike other women's colleges in similar straits, Chatham's leaders also considered introducing coeducation at the undergraduate level. Instead, however, they decided to go "back to the future" by preserving the institution's identity as one of the country's oldest women's colleges while adding new applied graduate programs that are coeducational. Though the commitment to serving women is unwavering, Chatham has successfully combined tradition with innovation on several fronts.

Facing the hard fiscal realities squarely and publicly was essential to restoring both Chatham's financial health and its constituents' trust. At this crucial stage, key persons, through a challenge grant and a clever "take off the gloves" fund-raising campaign, set the stage for continued progress. Deficit spending was done wisely here to give the college breathing space and the chance for new stability.

An effective new marketing program helped create a sharper image through ads that ran in both English and Spanish.

Today the college's emphasis is on academic quality. New outcome-assessment programs have increased responsibility within the academic community. Communication between board and faculty is much improved. The college continues to build on its accomplishments by celebrating progress and people whenever possible. The dedication to the educational needs of contemporary women is clear. Chatham's story proves the value of clarifying accountability and measuring effectiveness.

Park College in Missouri illustrates the results of hard work and dedication in making diversity an integral element in enrollment growth and institutional vitality. In his essay, Park's president outlines the strategy he used over the past 12 years to achieve national recognition in graduating African American and Hispanic students. Presidential commitment led to a philosophy that positioned minority enrollment "as part of a plan to increase institutional growth rather than a means to correct a social injustice." By starting at the top, leading by example, changing recruitment and retention strategies, altering curricular and faculty sensitivity, and adjusting the college's public image, the president was able to bring about institutional growth and change. Many colleges and universities confront the challenge of diversity; this case reveals one effective response to it.

The story of the **College of Mount St. Joseph** shows how "changing organizational cultures" transformed an institution. After being rooted for several years in what the essay author calls "crisis planning," something had to change. Here the president outlines a 10-year process to achieve that end.

A sentence in this essay's lead section bears repeating because its meaning is so universal in application: "In the case of colleges (and probably all organizations), dissonance between the culture of a campus and the actions of its leaders and other individuals can result in alienation, gridlock, and crisis (as well as votes of no confidence)."

This account—of an institution wedded to a passive style of management and predisposed to the status quo—is a familiar one. Here fiscal discipline, entrepreneurship, and the introduction of coeducation to a Roman Catholic women's college redefined its management and mission. Improved collegiality and trust were key factors in the turnaround, just as a strong, independent, and challenging board was essential to revising the organizational culture. After the board and senior administrators worked together on an agenda for change in the late 1980s, the result was "Vision 2000," the strategic plan used to change the culture. That plan's emphasis was on change-friendly models and trust development. Now a new plan titled "Shaping Tomorrow" will build on past successes.

A telling sentence near the end of the essay summarizes in a profound way the outcomes of 10 years' effort: "But perhaps most exciting has been the steady—albeit slow—evolution of the college away from an environment of self-protection and mistrust to one that embraces change as the surest means to achieve long-term security." An interesting summary of lessons learned provides a fitting climax to this essay.

The **Drury University** story begins in 1983 with the appointment of a new president and vice president for academic affairs. Many years of discussion about the future culminated in a revised mission statement in 1989. A shared vision and culture set the stage for the institution, then a college, to come of age. In this case, key grants and new professional degree programs, along with new physical facilities, provided a powerful combination for increased visibility.

At the outset of his essay, Drury's president does us all a favor by noting the lack of any definitive studies of the common denominators in campus transformations. He points out, too, that there are no agreed-upon definitions of success. Stating that success resides in the eye of the beholder, he makes a list of the principles that were important to Drury's transformation: continuity in administrative leadership; a strong core of committed faculty; a determination to take care of people; programs with strong student appeal—termed MOO (Mission-Oriented Opportunity); fortunate location; movement from crisis mode to a proactive style of operation; the desire to lead with institutional strengths, including a clear sense of identity; and staff, faculty, and trustees who share a deep commitment to the institution's mission and progress. This president's list is a fine point of departure for gathering more such indicators of success.

Improved collegiality and trust were key factors in the turnaround, just as a strong, independent, and challenging board was essential to revising the organizational culture.

Technology and the process of change

anaging change is at the heart of the story of **Ohio Dominican College**, which provides an interesting illustration of how to incorporate technology into plans for change. The college's experienced and respected president offers a list of five M's to use when determining the wisdom of a particular change: Is it rooted in the *mission*? Will the change process fit

our *milieu*? Does it speak to the needs of our *market*? Is it consistent with the formal and informal *message* we want to convey? What about the *money*?

Often institutions with low endowments have trouble securing the needed support for continuing investment. When Ohio Dominican was considering networking the campus's computers, the college used the "Five M" checklist to review how students used technology before college and to ask what skills employers sought after. The necessity of both well-honed computer skills and an ability to work in self-directed teams led to a 1994 vision called "The Invitation to Tomorrow." The vision's major goals were to radically transform teaching and learning in light of what students will need to know in the 21st century, to remove barriers of time and space from learning, and to encourage collaborative skills in both students and staff.

The story of how the plan evolved covers Ohio Dominican's administrative decisions, its financial process, and its technology-related choices. The college found it very important to give the faculty a safe environment in which to experiment. The strategy here was "to carry out the change process by enablement, encouragement, positive incentives, and rewards." National and state support made a critical difference in enabling faculty work groups to concentrate on the vision's desired results.

"One sign that transformation has occurred is that the 'new' becomes invisible."

Among the integral parts of this successful change effort were three pioneering efforts in different subject areas, continuity of leadership, and clear priorities. The virtues of collaboration and of learning how to reward, respect, and attract faculty are spelled out. A key phrase in this essay appears in a section on cultural change: "One sign that transformation has occurred is that the 'new' becomes invisible."

The college's Class of 1999 was the first to experience "The Invitation to Tomorrow" from start to finish, freshman year to senior year. Thanks to the energetic way in which the entire campus community responded to the invitation, Ohio Dominican believes its students now have the skills necessary to meet the challenges of the digital age.

Strategic planning

Because the president of **Randolph-Macon College** believes that a good, simple strategic planning model is worth imitating, he wants others to know how one particularly successful process works and why. His essay discusses using the Connecticut College Model at his previous institution, Moravian College, and now at Randolph-Macon, where he began his presidency in 1997.

He begins with the premise that most institutions have two key problems with strategic planning: "Either the process is so convoluted, complex, and long-winded that few people on campus understand it, or the plan itself is benign or ineffective because it is not linked to the budget. Either way (and sometimes both apply) the results of strategic planning can be minimal."

The virtue of the Connecticut College Model is its simplicity. It uses four straightforward premises: Planning should be inclusive, initially involving the entire community; strategic goals should be clearly defined, open, and measurable; the planning cycle should be no more than five years; and, most important, the plan should be linked to the budget. Randolph-Macon's president goes on to present the chronological steps to developing such a plan and to demonstrate the care his campus's leaders took to ensure

input. The results were five clearly articulated goals, each broken down into initiatives and activities, given progress measures, and assigned to accountable staff.

Tying the goals directly to a balanced budget was at the heart of the process at Randolph-Macon. The college formed a Planning and Budget Committee in 1998 to assume joint responsibility for the strategic plan and the budget. This committee created five goal teams with four major responsibilities. Randolph-Macon's leadership has devoted much time and attention to selecting the right persons to serve, finding venture funds to get parts of the plan up and running, and conducting rigorous yearly reviews. Flexibility was, and is, key to success, since the plan is constantly evolving.

Tying the goals directly to a balanced budget was at the heart of the process.

Collaborations, alliances, and partnerships

ount Vernon Nazarene College makes institutional collaboration the heart of it institutional strategy for growth and change. The collaborations described in this essay go far beyond what most institutions commit to. For example, the college became a leader in the Council of Nazarene Colleges in the United States and Canada as well as a participant in a statewide collaborative effort led by the Ohio Foundation of Independent Colleges (OFIC). Most interesting was the commitment of the Mount Vernon Board of Trustees and other leaders to the critical role of collaboration. Indeed, that philosophy guided the past decade and is affirmed in the plan for 1999-2009.

Grants received between 1995 and 1999 enabled significant networking to take place among Nazarene colleges and universities. Recently obtained additional grant support will enable Mount Vernon to develop a model called "Creating a Campuswide Culture of Collaboration." The college has become a catalyst for others within the denomination to make collaboration really work. The essay provides examples of the college's experience in looking at other models of collaboration, studying the functional aspects of collaboration, examining external forms of collaboration, and carrying out relevant recommendations. The author highlights a key attitude when he observes that "when we venture out of our comfort zone, we can 'think outside the box' and see potential changes and benefits we never envisioned."

Because Mount Vernon's leaders believe that a campuswide culture of collaboration is essential to future success, the president predicts that the college "will never return to its former way of doing things on its own." Specific objectives of a new three-part grant reveal a path to obtain the desired culture. Of major interest is the attention Mount Vernon has given to finding an assessment measure to determine success for at least three specific activities it will pursue. The resulting model will shed much light on the potential of collaboration for many colleges and universities.

Maryville University of St. Louis proves that higher education can get great results by entering into partnerships with the private sector. This study in synergy describes a partnership among a corporate office park, a hospital, and the university. The basis of the partnership was land, specifically 161 acres of university land sold in 1981 to the developer of what came to be known as Maryville Centre. This commercial development led to a sharing of physical space between the campus and the Centre's corporate tenants. In 1992 the partnership widened to include St. Luke's Hospital, located next to both the Centre and the university. The Crossroads Alliance, the culmination of the partnership, has succeeded due to a strong dedication to common purposes, such as sharing physical

facilities, jointly developing policy, and preserving natural surroundings. Walking trails, common signage, common forms of lighting, and mutual facilities make this collaboration a living partnership.

It is interesting to note how active all three partners are in the alliance. They share library resources, work together on cooperative education, and collaborate on zoning and traffic issues. Much of what they have accomplished together could not have been achieved by one group alone. The essay concludes with an account of the projects the Crossroads Alliance has in place, in progress, and in planning. These include the development of a business-competency portfolio, shared guest lecturers and adjunct faculty, and plans for a state-of-the-art wellness center. Maryville University's unusual account makes a strong case for building alliances even among partners with apparently different aims and structures.

The partners share library resources, work together on cooperative education, and collaborate on zoning and traffic issues.

The president of **Georgetown College** believes the word "connections" best captures his institution's partnership efforts. The college's creative alliances, which are an official part of its new strategic plan, enhance the quality of education for students and benefit the community as well. Examples of these connections include a Presidential Mentorship Program with regional high schools; sharing resources to assist minority and immigrant families; intergenerational connections with senior citizens; creation of a County Education Foundation; and use of the campus as the summer training camp for the Cincinnati Bengals.

Georgetown's curriculum demonstrates a commitment to synergistic learning with what are termed "practical application modules," through which students focus on business skills and interact regularly with business professionals. The college is fortunate to have a number of Toyota auto plants in its immediate vicinity. Toyota employs students as tour guides and is the largest client of the college's new Center for Leadership and Training. Yet another innovative concept is Georgetown College Capital, which encourages alumni to conduct business with each other. The college's president also acts as spiritual leader for a Peer Exchange Network, consisting of a dozen area CEOs.

Georgetown is an example of an institution that makes good use of its connections to set up a wide range of multifaceted partnerships. The excellent use of area business contacts has resulted in enhanced resources as well as improved opportunities for thoughtful exchange.

Ithaca College's approach to community partnerships centers on the president's strong interest in making better citizens via social engagement and a commitment to service. At the heart of this enterprise are two innovative school-college partnerships, one with South Hill Elementary School in Ithaca and the other with the Frederick Douglass Academy in New York City. Because such partnerships can succeed only if both parties understand the premise and reciprocate, the college pays great attention to strong mutual involvement. In a similar vein, the college also reaches out to Longview, a nearby residential community for 200 older persons.

In addition, each year the college sponsors a Day of Service to celebrate the contributions that students, faculty, and staff make year-round. In spring 1999, more than 60 service projects took place in Ithaca on that day. The college further encourages service by linking federal work-study funds to off-campus employment in nonprofit agencies and by integrating a service component into the curriculum. The Ithaca College case reflects a vigorous commitment to service shared by many CIC institutions.

The impact of "niche" centers

ohn Brown University used a strategic plan to identify 13 priority goals to help the institution build on its strengths. Part of the planning process included envisioning, which led directly to founding and endowing two ambitious new academic centers: the Center for Marriage and Family Studies and the Soderquist Center for Business Leadership and Ethics. Employing SWOT (Strengths, Weaknesses, Opportunities, and Threats) research and analysis, the university's leaders determined that the centers' goals clearly relate to the institution's goals. As a result, the centers were included as two of the six goals in the university's comprehensive fund-raising campaign.

The essay describes the purposes of each center in detail. This example of how to develop and serve special niches is particularly interesting because it shows how a small liberal arts college can enhance undergraduate education while addressing larger societal concerns.

The personal development portfolio

he last essay in this volume concerns **Bridgewater College's** attempts to develop "the whole person" during the undergraduate years. This program's inclusion speaks to the national interest in doing better assessments of students' learning outcomes. What makes Bridgewater's approach unusual is the attention it devotes to eight dimensions of student development throughout the college career: academics, citizenship, cultural awareness, esthetics, ethical development, leadership, social proficiency, and wellness.

Among the most important outcomes of the Bridgewater program is the Personal Development Portfolio, known as PDP, which includes a variety of courses and other learning experiences. The secret of this endeavor's success rests with in-depth faculty advising, something that's lacking on many campuses. Bridgewater's special brand of advising is so personal that the college's leaders think "mentoring" may be a more apt word to describe it. Because the program has been in place only since 1995, there is still much work to be done on it. But clearly the PDP effort is a worthy model for those seeking a more comprehensive way to educate the whole person—a major goal of most liberal arts colleges with a values orientation.

The secret of their success rests with in-depth faculty advising, something that's lacking on many campuses.

A concluding note

lthough we could easily have focused this initial monograph on the narrow topic of collaborations between CIC colleges and their communities, my feeling was that examples of wide-ranging efforts would prove more useful for readers. Indeed, in compiling this monograph, we found that presidents of independent liberal arts colleges are afforded a variety of significant opportunities to lead. The fact that we received more than 70 abstracts for consideration attests to the fact that many presidents are leading their institutions in exciting, innovative ventures. It is important to give them the opportunity to speak out and share the lessons they have learned.

The contents of this monograph underscore the value of the creativity and the vitality that distinguishes not only the institutions represented here, but all CIC institutions. We look forward to your comments about these essays. ■

Repositioning for Success

Marketing, enrollment management, and innovative financing bring a college into the future

By Dr. Louis J. Agnese Jr.
President,
University of the Incarnate Word
San Antonio, Texas

Background

nrollment at Incarnate Word College "stabilized" in the early 1980s — another way of saying that it leveled off after several years of zero growth or actual decline. Although the college had a reputation for quality education, only rarely could the average citizen identify more than one or two of its major fields of study.[1] Even the natives who could pinpoint the college's location in relation to such local landmarks as Earl Abel's Restaurant, the San Antonio Zoo, or the Witte Museum probably had no clue as to what took place on Incarnate Word's choice 50 acres of suburban San Antonio.[2] The college was not, unfortunately, a landmark in its own right.

Finally, in 1985, the question was raised: What do Earl Abel's, the zoo, and the museum have that Incarnate Word does not?

The college's elegant mission statement notwithstanding,[3] the answer was institutional focus and marketing.

In a city full of universities, Incarnate Word was the only four-year college. The general public's perception of it—as an exclusive, somewhat aloof finishing school for women that produced generations of nurses and teachers—persisted despite almost 30 years of full coeducation and diversity in curricular offerings and student enrollment. Community leaders had a somewhat better, though still incomplete, understanding of Incarnate Word's role and scope. But the truth seemed generally overwhelmed by apathy. And sadly, nowhere were the institution's identity, purpose, and vision more confused than on the campus itself.

This vision document left nothing to the imagination.

When I assumed the presidency of Incarnate Word College in 1985, I proposed an institution-wide reality check. This included a series of open-ended workshops for administrative and faculty leaders and a restructuring of the existing planning commission with the goal of answering two basic questions: "Who are we, and where are we going?" The process of answering these questions was time-consuming, tiring, frustrating, and at times painful as members of the campus community matched, or tried to match, the existing institutional mission statement with the reality they experienced.

Difficult as this venture was, it was also fruitful. In time, a streamlined new mission statement evolved. So did a clearer understanding of institutional strengths and weaknesses, a priority list of must-do's and ought-to-do's, and—most important—several points of major agreement.

By August 1986, an administrative team was appointed. Everyone was finally reading from the same sheet of music, or at least willing to agree that the sheet existed. This allowed me to confer with my advisers on an ambitious master plan for the college which, with the blessing of the trustees and the sponsoring congregation, was released to coincide with the formal presidential inauguration. This vision document left nothing to the imagination. It addressed several major goals, including increasing enrollment to at least 2,500 students; improving and expanding the physical plant; changing the administrative

structure; and getting the massive infusions of vitality the college needed to bring about new academic programs, enhance historic ones, and create new endowed professorships.[4] Incarnate Word was set to identify its place in the higher education marketplace and establish realistic goals that were not merely a "wish list"—they were actually doable.

The finances needed to realize such a vision, though massive, would fall into place with the help of aggressive and systematic fund-raising and creative new initiatives with tax-exempt bonds. In other words, money would come, but only if the college's institutional identity in its primary markets was squarely addressed. Unless the college proved that it could serve a diversified pool of prospective students in South Texas, and unless it achieved dynamic change in enrollment demographics, the efforts were all merely whistling in the wind. Enrollment, recruitment, and retention had to be the major priorities. But how to prompt the growth the institution needed, and do it quickly? Time was no friend of Incarnate Word College.

The marketing plan: Building enrollment

Fortunately, Incarnate Word had another important friend: trustee Lionel Sosa, then the award-winning founder of San Antonio-based Sosa, Bromley, Aguilar, Noble & Associates, the largest Hispanic advertising agency in the nation.[5] Sosa had designed the college logo that was then in use and that would be kept. He accepted a new challenge as a trustee assignment and, working with his staff and the college's, proceeded to develop a total marketing plan. He and I worked closely on each step of the marketing process.

In the following weeks the entire recruitment process and its corresponding materials were evaluated and revised. The goal was to make the recruitment materials a better reflection of the college's plan as well as its mission, and to make better use of the campus computer system to move a student methodically through the stages from inquiry to acceptance and registration. The computer could also produce regular reports to see if the efforts were on target.[6]

Meanwhile, the staff of Sosa and Associates conducted a series of focus groups on campus. These groups included but generally did not mix current students, faculty, administrators and trustees, parents, and alumni.

It is important to note that the agency insisted that the focus groups concentrate on positive experiences; the college's administrators had already heard all the negatives they could bear about parking and campus food. The comments from the focus group audiotapes turned out to be dynamic testimonials that ultimately became the substance of television and radio commercials. Incarnate Word became the first institution of higher education to advertise in both English and Spanish, responding to the cultural reality of its primary market—San Antonio and South Texas. Many of those involved in the focus groups appeared in the actual commercials, speaking their own words. Included in that first group of highly successful bilingual media spots were San Antonio Archbishop Patrick Flores; the Rev. Buckner Fanning, pastor of a large Baptist congregation and parent of a student; and yet another parent, former Dallas Cowboys quarterback Roger Staubach.[7]

To further position Incarnate Word in the marketplace, we decided to take full advantage of the fact that the institution was, after all, the only four-year college in San Antonio. From that point forward Incarnate Word became "The College," a tag that became omnipresent on campus and in all advertising and recruitment literature. It caught

It is important to note that the advertising agency insisted that the focus groups concentrate on positive experiences.

on quickly, enhancing the effectiveness of advertising in all media. In 1988, I focused the campaign by introducing the theme of "Brainpower." As I explained in a statement at the time, "When we help develop brainpower, we promote individual dignity; when we promote individual dignity, we ensure social justice; and when we provide our students with flexible skills, we ensure that they will always have something to offer their society."[8]

None of this activity was inexpensive. The television and radio commercials were not public service announcements most suitable for airing at 3 a.m. The Sosa agency handled Incarnate Word as a regular account and placed the commercials accordingly, at designated times of the year and in preferred airtime. The agency billings, the airtime, and the column inches of copy were, admittedly, expensive. The college confronted a dilemma as champagne tastes met a beer budget.

Again, creativity and timing saved the day. The basic premise the campus worked from was that the media had something of value—airtime, print space, or services—and Incarnate Word had something of value—education. The college also had available spaces in its classes. The Sosa agency was the first to accept a trade-out, dollar for dollar, of billing for scholarships.[9] Ashe-Bowie, the firm that produced the commercials, agreed to this arrangement next, and then individual arrangements were forged with television and radio markets in San Antonio and South Texas. In some cases the scholarship dollar "media credit" was made available to media employees as a fringe benefit. For other media outlets, the value of airtime translated into general scholarship awards named for them.

The project proved to be a win-win situation. With the aggressive new marketing efforts, enrollment increased from 1,298 to 3,583 over 12 years. Hispanic student enrollment increased by 155 percent.[10]

Many of the main campus's full-time faculty welcomed the opportunity to teach highly motivated returning students, who were ready to do whatever necessary to earn a college degree.

Outreach: Managing enrollment

his dramatic increase stretched the resources of Incarnate Word's campus, which is essentially landlocked in the heart of a rapidly growing city. If the college were to continue to attract quality students, the need loomed to upgrade current facilities and add classroom, office, and residence hall space. A new primary objective surfaced: find creative means to continue enrollment growth and generate revenue.

After we engaged a former university president as a consultant,[11] the idea was born to create an extended education program featuring an Adult Degree Completion Program (ADCaP). This program was to be markedly different from a past one in which, after several unsuccessful attempts, we had to discontinue non-credit continuing education opportunities. Credit-granting opportunities were all that ultimately made sense.

A dynamic dean of extended studies[12] was selected and challenged to build a program for adults over the age of 25 who had interrupted their pursuit of a baccalaureate degree to embrace a career opportunity, raise children, etc. Program offerings were limited to the degrees most frequently chosen by adults: business, nursing, and education. Because the classes would be offered at Incarnate Word High School, a Brainpower Connection school adjacent to the main campus,[13] and because the use of college-wide services would be limited, the tuition rate was substantially discounted.

ADCaP took off immediately. Many of the main campus's full-time faculty welcomed the opportunity to teach highly motivated returning students, who were ready to do whatever necessary to earn a college degree. Courses were adapted to an eight-week format

so students could move rapidly through the program. Appropriately prepared adjuncts from the San Antonio business community, the Alamo Community College district, and even some of the local high schools joined the ranks of the faculty.

Aggressive marketing carried the ADCaP message to the community, and San Antonio responded enthusiastically. ADCaP enrollments increased from 29 in the program's first term to 600 in the 1998-99 academic year to a projected 800 as the millennium approaches. Two new sites have been developed: one in northwest San Antonio, in the heavily populated area near a medical center, and another in Corpus Christi, approximately 150 miles southeast of San Antonio. Additional sites are being considered in Austin and the Houston metropolitan area.

By 1994 a new reality was emerging. It became increasingly clear that "The College" was no longer an appropriate slogan to convey the complexity of the institution. From both a structural and a cultural perspective, Incarnate Word had become more like a university—an institution for higher learning with teaching and research facilities for a graduate school, professional schools, and an undergraduate division.

I announced the inauguration of the University of the Incarnate Word (UIW) on March 25, 1996. As I explained, "The structural shifts we are proposing do not constitute a dramatic change from the way we are currently operating. What we are proposing is clearly a natural evolution of the path we have followed for some time. The benefits we reap by calling ourselves what we are will be simple, direct, and unpretentious."[14]

Additionally, experience proved that recruiting international students would be easier if the institution carried the label "university."

Globalization: Diversifying enrollment

n the years leading up to 1995, the College Planning Commission and I became aware of the trend toward economic and cultural globalization. In the vision statement published for the opening of the 1996 academic year, I challenged the community with this statement:

"We need to develop a curriculum and an educational environment which will challenge us and our students to look beyond the cultural reality of San Antonio, of Texas, and of the United States. If our University is to serve realistically the call to develop leaders to pursue the vision and dreams of San Antonio for its keystone role in the NAFTA alliance ... , we must ensure that our community prepares 'concerned and enlightened citizens' who understand and function effectively in this complex, multicultural market."[15]

The decision to globalize was not, however, based solely on theoretical principles. We realized that having a certain percentage of full-paying students was essential in a tuition-driven environment in which over 80 percent of the student body received substantial financial assistance. As I further explained:

"The recruitment and education of international students is a powerful force in our economy. During the 1990s, international students have already spent $6.1 billion for tuition, books, and board in the U.S. ... This reality contributes to the University's fiscal stability and enables us to provide otherwise unavailable resources to support international study, international faculty exchange, and study tours, especially to our many students for whom international travel is not otherwise economically feasible."[16]

As I became personally involved in the globalization effort, I traveled to Mexico, Central America, and South America, to Mainland China, Taiwan, Japan, Korea, and the

"We must ensure that our community prepares 'concerned and enlightened citizens' who understand and function effectively in this complex, multicultural market."

Philippines. We forged "sister school" agreements with numerous institutions—all eager to send their students to a small church-related institution where they could learn to become participants in the global economy while receiving personal attention and values-based higher education. Fall semester 1999 opened with 50 sister-school agreements signed and operative.[17]

In October 1996, the university transformed a vacant building previously used by its founding congregation into an International Conference Center. The facility was equipped with distance-learning capability; an auditorium accommodating simultaneous, multi-language translation; and 20 hotel-like private rooms with telephone lines, television sets, and simple meal-preparation capability. The upper levels of the building were renovated to accommodate residential students. An aggressive advertising campaign presented the center as a resource for all of San Antonio and invited civic, educational, and cultural organizations to use it when hosting international events. A new slogan emerged: "The Universe Is Yours."

Students and faculty members soon realized that the universe *was* theirs. International students began arriving in large numbers—many as full-time undergraduate and graduate students. Groups of Asian executives came for accelerated business programs. But the exchange was never one way. UIW nursing faculty taught classes in the Philippines. Business faculty designed an MBA program to be taught by UIW faculty in Brazil. UIW fashion-design students were invited to participate in the International Fashion Carnival in Taiwan, sponsored by Tainan Woman's College of Arts and Technology. This international exposure was expanding everyone's horizons. In three years, the international student population grew to 7 percent of total enrollment, well on its way to the goal of 10 percent.[18]

Tax-exempt bonds allowed the college to address long-overdue maintenance issues, such as roof and street repair, plumbing, painting, and parking.

Financial and capital enhancement: Support for growing enrollment

In my inaugural address back in 1985, I focused on making enrollment development a priority. I also articulated the need to develop adequate financial resources and campus facilities to support the targeted enrollment increase.[19] Indeed, new and improved facilities, as well as innovative curricular offerings, were crucial to the enrollment plan. Again, and quite clearly, time was not always on Incarnate Word's side, but a newly revised state law was. The college was eligible for tax-exempt bonds designed to finance higher education projects. This was a fertile but untried mechanism to raise major funds quickly.

Traditionally, colleges and universities mount capital campaigns to tap into the community's philanthropic resources. It is a slow, painstaking process, and most boards are reluctant to approve major expenditures until the campaign goal is within sight. Given the opportunity to instead try out the tax-exempt bonds to raise money more rapidly, in my first year as president we secured the necessary consultants to earn Incarnate Word an excellent bond rating in New York and, ultimately, $7.5 million in bonds.[20] These funds allowed the college to address long-overdue maintenance issues, such as roof and street repair, plumbing, painting, and parking—none very high on most philanthropists' giving lists. Then the college began work on an integrated facilities master plan that included new residence halls (which could be debt-serviced) and state-of-the-art sports facilities and academic-athletic convocation center.[21]

Bond funds also freed up operating funds to address academic-quality issues, such as program refinements and faculty salaries. The bond financing, coupled with the increased

enrollment, resulted in growing the annual operating budget from less than $8 million to almost $50 million.[22] Meanwhile, Incarnate Word's institutional advancement office forged ahead on the philanthropic front. The staff still had a full plate of fund-raising opportunities to pursue, including endowment growth, professorial chairs, and scholarships; an $8.5-million campaign to double the library space; and a $12-million campaign for a Science and Engineering Center scheduled to be completed in 2001.

Response to resistance: Shifting the institutional paradigm

No one would say that all this change came easily. Resistance was often deep and articulate. Some members of the community objected to the idea of "marketing" a college; they asserted that an educational institution's primary goal is to preserve culture in the ever-fickle culture of relativity surrounding it. Some criticized me for what was seen as my flamboyant public style. But the voices of reason prevailed. How could anyone argue with such obvious success?

We realized that the fruits of success had to be shared. During fall semester in the years when enrollment growth was most dramatic, all segments of the college work force received salary supplements. Equity adjustments were made for those long-tenured faculty members who had been hired during periods when salaries at private, church-related institutions were notoriously low. This modest recognition helped buoy tired, struggling spirits. In addition, authorization to hire additional faculty and staff brought new energy to small departments.[23]

The promises to equip classrooms and offices with state-of-the-art technology were kept. Computer lab space quadrupled in a few short years; every faculty office was brought online. Older facilities were transformed. The old gymnasium became a Wellness Center that offered memberships to the San Antonio community. The old home economics building emerged as a showplace for teaching interior/environmental design, fashion design and merchandising, and computer graphics.

We continually strove to share the vision and involve the community in developing it. We instituted an annual Leadership Retreat in which vice presidents, deans, key directors, and I meet for five days each August to create a vision for the future. Each year the fruits of that exercise are brought back to the campus community and then reviewed and refined by the various campus constituencies. The results are formulated into a vision statement that I present to the community early in the fall semester. Progress reports are presented each January and May. All these make it difficult for any member of the community to say, "I don't know what's going on."

Perhaps most important to bringing the UIW community on board with our vision is a continuing commitment to link the accomplishments of the present with the traditions of the past. UIW expresses gratitude for the legacy of the Sisters of Charity of the Incarnate Word in naming campus buildings and in all major public statements on behalf of the university.[24] We work with the leadership of the founding congregation to make sure the sisters are represented on the board of trustees, on the university leadership team, and on the faculty and administration.

The original mission, which dates to the college's founding in 1881, remains essentially unchanged. Indeed, this continuity is reflected in the title of the 1997 vision document: "The Incarnate Word Spirit: Putting the Vision to Work and Creating our Institutional

Perhaps most important to bringing the community on board with our vision is a continuing commitment to link the accomplishments of the present with the traditions of the past.

Reality." When interviewing for the presidency, I recognized that there was tremendous potential if the institution could blend the best of the past with the innovations necessary to thrive in the future. The way the college realized that potential is a contemporary success story, a model from which others are invited to learn.

Dr. Louis J. Agnese Jr. is president of the University of the Incarnate Word, a Catholic institution of some 3,500 students in San Antonio, Texas. ■

Endnotes

[1] Incarnate Word College was founded as a finishing school for young ladies. Its traditionally strong programs emerged as teacher education, nursing, and the fine arts.

[2] Incarnate Word College is located at the headwaters of the San Antonio River in the heart of San Antonio, Texas. Earl Abel's, a landmark restaurant in South Texas, is located across the street from the campus. The San Antonio Zoo and the Witte Museum are both within walking distance of the college buildings.

[3] Incarnate Word College was founded in 1881 by the Sisters of Charity of the Incarnate Word. Its mission of service and respect for the dignity of every person derives directly from the mission of the Congregation.

[4] Incarnate Word College Master Plan, presented March 25, 1986.

[5] Now Bromley, Aguilar. Lionel Sosa chaired DMB&B Americas, a network of twenty advertising agencies specializing in Latin America. He is currently CEO of KJS Multi-Cultural Agency.

[6] The Admissions Office produced monthly reports comparing enrollment figures with the comparable period of the previous year.

[7] Videotapes of these commercials in English and Spanish are available for inspection.

[8] Annual Report, 1987-1988.

[9] The evolution of this entire idea is discussed in detail in Lionel Sosa, *The Americano Dream*: New York. Penguin, Putnam, Inc., 1998, pp. 50-51.

[10] Sister Margaret Patrice Slattery, *Promises to Keep: A History of the Sisters of Charity of the Incarnate Word, San Antonio, Texas.* Vol. Two, p. 365.

[11] Dr. James Rocheleau, Consultant, former President of Upper Iowa University, Fayette, Iowa.

[12] Dr. Denise Doyle, appointed Vice President for Academic and Student Affairs, June 1, 1999.

[13] In 1989, Incarnate Word College assumed management of Incarnate Word High School for women, the first of the "Brainpower Connection" schools. St. Peter Prince of the Apostles and St. Anthony Elementary Schools were affiliated members. In 1995, St. Anthony Catholic High School for men, a former Seminary, joined the Incarnate Word management family. The "Brainpower Connection" currently provides opportunity for Catholic education from preschool through doctoral degrees.

[14] "Millennium 2000: The Vision," *Celebrating the Word: The College Becomes University of the Incarnate Word.* University of the Incarnate Word, 1996.

[15] "Building the University & Globalizing the Educational Experience: *Infrastructure for the New Millennium.*" Presented to the Board of Trustees, October 4, 1996, p. 6.

[16] Ibid., p. 5.

[17] Institutional Profile Book, 1998.

[18] Building the University & Globalizing the Educational Experience: *Infrastructure for the New Millennium*, p. 2.

[19] Inaugural Address, March 25, 1986.

[20] Incarnate Word College received a Baa 1 rating from Moody's and a BBB- rating from Standard and Poor's.

[21] In 1986, architect Michael McChesney was engaged to design and execute final plans for the campus.

[22] Report to the Board of Trustees, June 9, 1999.

[23] The number of full-time faculty increased from 69 in 1986 to 129 in 1998.

[24] Signage throughout the campus bears the names of Sisters of Charity of the Incarnate Word who have left an indelible mark of the institution. Examples include the Sister Columkille Colbert Hall, the Sister Clement Eagan Residence Hall, the Sister Mary Elizabeth Joyce Building, and the Sister Charles Marie Frank Nursing Building.

Leading With Our Strengths

How an open planning process helped with the founding of two high-impact academic centers

By Dr. Lee Balzer
President,
John Brown University
Siloam Springs, Arkansas

Introduction

wo big changes took place when I arrived as the new president at John Brown University (JBU) in the mid-1990s. One was that I became the first outsider to take office after three generations of much-loved John Brown family presidents. While carefully anticipated by John Brown III, the leadership change was a time of significant transition in the life of the JBU community.

The second was that the university began a new phase of strategic and long-range planning called process-by-design. After engaging in this process for more than four years, JBU has seen many positive, measurable results. This report will focus on how using this process helped us found two important new academic centers—an accomplishment made possible by our commitment to leading with institutional strengths.

The university began a new phase of strategic and long-range planning called process-by-design.

The Process's History

n 1994-95, my first year, we created an 18-member Strategic and Long Range Planning Committee (SLRPC). I appointed and then chaired the group, which was highly representative of the JBU community. The group's job was to envision outcomes and then lay plans in a way that was inductive—that is, moving from many particulars to general priority goals and future directions. To elicit feedback, we sponsored open meetings with the entire faculty and staff and conducted the SLRPC meetings in open session.

The working subcommittee of the SLRPC was and is the President's Cabinet, made up of five vice presidents and me. Our goal is to keep discussions open and candid; all input is considered and respected, though obviously not all can be acted upon.

By using this open model, we eventually achieved a high degree of consensus on 13 priority goals that broke down into about 70 illustrative strategies, or action plans. We're now involved in a rigorous review of the goals and strategies in light of the significant progress of the past three years. One of those goals, as mentioned above, is to lead with our strengths.

The early process of envisioning

We began our group processes with such broad questions as:

- What is John Brown University like?
- What are our greatest strengths?
- What do we want to make sure we never lose?
- Is our mission statement still about right?
- What is our highest and best vision for the future?

These questions were also a means of pressing for vision. I had a pretty clear sense of JBU before becoming president and worked hard to make my vision and guidance clear

while demonstrating respect for institutional history and values. However, I also wanted the community, especially the faculty and the board, to buy into plans for the future. As suggested above, the process was, and continues to be, very open. This requires that the cabinet and I bring strong leadership to the process. We have to be clear in our communications on essential positions and constantly press ahead on initiatives.

The envisioning processes moved slowly at first, perhaps because it was hard for what had been essentially a family-run business to shift gears, or because the community was feeling cautious about the new president. I initially appointed an Envisioning Task Force to lead these processes toward a renewed vision, but that mechanism stalled. Informal discussions through the cabinet and SLRPC seemed to work better. A look through the files on the envisioning process shows that by the winter and early spring of 1995, we had the beginnings of some interesting new concepts. Here is an important one from the notes of that time:

> " ... continue to become a key Christian educational center, internationally sought out ... for family atmosphere, competence in careers, leadership and Christian living, and liberation from ignorance and self-centeredness."

Envisioning's importance

The ideas spelled out in those notes—drafted well before we began a detailed planning process or established priority goals—are particularly interesting in retrospect. In looking back, we can draw a clear connection between this early expression of institutional strengths and the founding and endowment of our two new academic centers. Now fully funded, established, and endowed, they are the Center for Marriage and Family Studies and the Soderquist Center for Business Leadership and Ethics.

We had several foundations for our envisioning. We first sought to ask fundamental and far-reaching questions. This approach led to active discussions of our satisfaction with the mission statement and then creation of a core-values document. Given the presidential transition, it was a prime time for philosophical questions and deliberation. Eventually, the community opened up and reflected candidly about the future.

The most important thing was that an envisioning process did take place, in this case gradually but with increasing momentum. The university continues this process even today by seeking to imagine the future in about five years, back-filling with reasonable priority goals and strategies, and adjusting as we go along. We try to remain willing to adapt to new information and circumstances as they arise. Because these are times of such rapid and far-reaching change in higher education, flexibility is essential.

Process detail: Lots of hard work

As envisioning gathered momentum, the rest of the processes-by-design got under way. By this point we had reaffirmed the mission of the university, identified and reaffirmed two historic mottoes, reflected on core values, and broadly envisioned the future.

We now did our homework with SWOT (strengths, weaknesses, opportunities, and threats) research and analysis. We gathered formal data as well as informal feedback. Armed with these data, the ideas that came about through envisioning, and much conversation, we began to formulate priority goals and illustrative strategies. The goals set the direction for our efforts; the strategies were the action plans to achieve the goals.

Because these are times of such rapid and far-reaching change in higher education, flexibility is essential.

We took into account our historic emphases on careers, professional competence, and ethical character, as well as existing seminar programs on business leadership.

Once again, we discussed the goals and strategies openly throughout the JBU community. They were revised and eventually endorsed by the SLRPC and then approved by the board of trustees. Some of the goals identified the need for a comprehensive fund-raising campaign, for strengthening academic excellence, and for meeting other qualitative standards. But the goal most directly applicable here, with its supporting illustrative strategies, is this one:

Goal No. 11: To be a leader in Christian higher education in selected areas of strengths unique to JBU.

Illustrative strategies:

a. Identifying areas of unique strengths of JBU in which opportunities for leadership impact exist.
b. Proactively exploring funding sources, organizational structures, and delivery mechanisms for leadership impact related to JBU mission, goals, and core values.

To achieve goal No. 11, we drew together the strengths and visions already identified in the envisioning processes. We recognized as strengths JBU's family atmosphere and existing modest funding for seminars about marriage and family relationships. We took into account our historic emphases on careers, professional competence, and ethical character, as well as existing seminar programs on business leadership.

The university had a history of making use of key national leaders who addressed ways to develop healthy marriage and family relationships based on core Judeo-Christian values. So it seemed appropriate to explore regional and national leadership in higher education, integrating biblical studies, psychology, sociology, and family therapy in comprehensive programming. The entire community, including the board of trustees, expressed enthusiasm for developing a key leadership center in marriage and family studies.

Similarly, the cabinet and board recognized the university's strengths in business-related leadership programs, including curriculum, an outstanding Students In Free Enterprise (SIFE) program, excellent relations with many regional businesses, and high interest by our many international students in business enterprises. We were also aware of many requests for guidance in making ethical business leadership decisions, both from for-profit business and from churches, schools, universities, government agencies, and other charitable organizations.

Once again, community-wide discussion took place. People talked about the future and shared and refined their ideas. They were excited about the possibilities. Part of my job was to orchestrate the flow of group dynamics. With broad campus support, I recommended including the two centers in a comprehensive fund-raising campaign. The new centers, based as they were on existing institutional strengths, became two of the campaign's six goals.

The Process's Results

variety of activities helped us fund and endow the centers. We held highly public luncheons to announce each center's goals and invited major donor prospects and foundation and corporation executives. Board members actively engaged colleagues and made support statements at the luncheons. The vice president for advancement and I made many personal

visits and wrote proposals. The staff distributed top-quality brochures to publicize each center and generated excellent regional press coverage. Public interest was high.

The Center for Marriage and Family Studies

The development of the vision for the Center for Marriage and Family Studies (CMFS) preceded that of the Donald G. Soderquist Center for Business Leadership and Ethics by about a year. Board members were key initiators and donors (though some preferred to give anonymously). Response from major donors was strong right from the outset. The exciting result is that by April 15, 1999, the new JBU Center for Marriage and Family Studies was fully endowed at more than $8 million, including funding for core center housing and a PeopleCare Clinic. A key national leader is in place as the executive director; the program is fully staffed; graduate degrees, supported in appropriate academic divisions of the university, are operational and self-funded; the undergraduate curriculum is significantly impacted; and excellent conferences are funded and operational.

In the first year of full operation the CMFS has served hundreds of churches and thousands of individuals and couples—on campus, in our four-state region, and across the country.

The Soderquist Leadership Center

As the Center for Marriage and Family Studies became a reality, business leaders on the board grew increasingly energized about a center for ethical business leadership. Several trustees urged our board chair, Donald G. Soderquist, to allow his name to be attached to it. The core concept was thus in place to develop the Donald G. Soderquist Center for Business Leadership and Ethics.

The vision and goals of this center are the keys to its success. The vision is to be a key global voice on leadership and ethics. The pre-eminent goals of the center are to:

- Create and implement undergraduate and graduate degree programs that are conceptually based in leadership and ethics (and offered by our Division of Business).
- Create and implement conferences, seminars, guest lectureships, and residential programs for senior executives and mid-level managers of major corporations and organizations across the U.S. and around the world.
- Become a developer of and clearinghouse for materials and research in the areas of leadership and ethics.
- Create research and internship opportunities for undergraduate and graduate students and faculty in the areas of leadership and ethics.
- Create a collaborative approach with other universities for national and international opportunities.

To raise funds for the center, the vice president for advancement, board members, and I made personal visits to corporate, foundation, and major donor prospects. We also approached major corporate headquarters with a brochure, mailing, and follow-up phone calls inviting them to become founding partners or charter members by expressing interest and making a significant contribution. More than 30 major donors, most of them corporations, have responded favorably so far. These partners serve as an informal advisory council in future program planning.

The public announcement luncheon for the Soderquist Leadership Center drew a packed house at one of our main regional convention centers. Board chair Don Soderquist,

In the first year of full operation the CMFS has served hundreds of churches and thousands of individuals and couples — on campus, in our four-state region, and across the country.

business leaders from the JBU board, and Ken Blanchard (author of *The One-Minute Manager*) headlined the program and lent their vigorous support to the center's vision and goals. Donor response, again led by the board of trustees, has been strong.

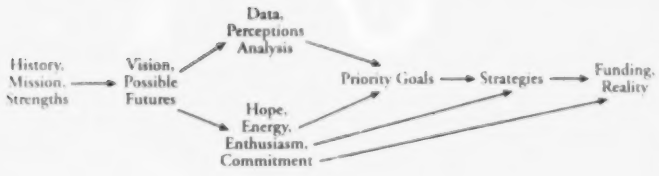
By summer 1999 the Soderquist Leadership Center's core operations, including graduate programs, were fully endowed at more than $8 million. We felt it was more important initially to fully endow operations, thus assuring funding in perpetuity, than to build elaborate facilities. But with core operations fully endowed, we are now in a position to develop facility plans and funding. Once the current comprehensive campaign was completed in December 1999, the Soderquist Leadership Center facility became our top fund-raising priority.

The center was fully staffed during the 1998-99 academic year and entered its pilot program year in 1999-2000. During that first year the center's contributions to the undergraduate curriculum included a module in the core curriculum for all students. Other program elements are major seminars for business leaders, collaborative projects with other agencies, and significant facilitation of the new Master of Science degree in leadership and ethics from our Division of Business. The master's program was filled to capacity from the start; we hope to initiate an MBA program in fall 2000.

Summary

The processes we followed, carefully designed but always flexible, are outlined in Figure 1. As you can see, most components involve fairly straightforward planning as a means to give structure to the process. Arguably even more important are the motivational factors. Vision grows into hope, energy, enthusiasm, and commitment. These factors ultimately drive the desire to see dreams fulfilled. Of course, the efforts cannot be chaotic; to succeed we needed a combination of both enthusiasm and a reasonably orderly way to get things done.

Figure 1.



In our case, a vigorous sense of vision—one based on institutional history and identity was essential for effective change. This vision was carried out through an inclusive planning process that led to exciting progress on numerous goals. As president, I had to make sure that I was neither arbitrary nor autocratic, neither passive nor distant. I had to be active, unifying, and empowering—constantly reconceptualizing and communicating. I had to be rigorously honest but hopeful.

Of course, the outcome could not be all things to all people. We had to make difficult decisions, but criteria for the results were widely available and highly public. A large degree of energy, enthusiasm, and support developed. In the end, our goal of leading with institutional strengths led to the kind of tangible results we needed: two innovative and fully endowed new initiatives, the Center for Marriage and Family Studies and the Donald G. Soderquist Center for Business Leadership and Ethics.

Dr. Lee Balzer is president of John Brown University, which has 1520 students and is located in Siloam Springs, Arkansas. JBU is a private, independent, nondenominational university, founded in 1919 by John E. Brown, Sr., a Methodist evangelist, especially for financially needy students of the Ozarks region. JBU still serves a high proportion of financially needy students from about 35 countries and 45 states. ■

Back From the Brink

Combining tradition and innovations in a quest for revitalization

By Dr. Esther L. Barazzone
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Pittsburgh, Pennsylvania

Background

hatham College managed to survive, and indeed thrive, during the difficult era of the 1960s, when many other women's colleges closed or became coeducational as many formerly all-male institutions admitted women. However, by the 1980s the college was confronting a serious challenge to its existence. At the same time that the more visible debate was raging at all-female Mills College, Chatham was considering coeducation as a means to deal with severely diminished enrollments that had led, in turn, to crippling operating deficits that were rapidly eroding the remaining unrestricted quasi-endowment.

Finances had been difficult for a considerable time. From a high of 700 full-time residential students in the 1960s, enrollment shrank to 540 FTE, with just 470 full-time students. Only 40 percent were in residence, and 40 percent were of nontraditional age. No new buildings had been erected since the early '70s; indeed, the college sold substantial real estate during the 1980s to try to stabilize its deteriorating institutional position. The operating budget was as high as 25 percent in deficit. Cutting to survive had become the mode, and although much had changed—as evidenced by the students' demographic shift—the changes were acknowledged primarily as the inclusion of new constituencies in a traditional, unchanged institution.

Morale was, needless to say, low for all constituencies, all of whom were deeply committed to Chatham but possessed of their own formula for its reinvigoration. There was no unified vision for the future. Sometimes the only thing everyone would agree to was an oversimplified view of the college's historical character, which was, in turn, frequently presented as a goal for the future. Purists argued for a return to an existence as a residential undergraduate institution serving traditional-age women and demanding "rigor"—with its own constrained definition—in the liberal arts. If only the college would "stick to its knitting," they insisted, the future would be secured. Meanwhile, a few applied programs came into the liberal arts curriculum, where they were defended by some and attacked by others. Chatham was adrift in the face of contemporary challenges to higher education.

Alarmed, the board of trustees considered many options, including coeducation, which caused a strong alumnae backlash in 1990. The board assessed the situation and, with a new assertion of commitment, will, and leadership, made a concerted effort to turn the institution around while maintaining its single-gender tradition.

Board members took three actions that were particularly important. They reviewed their own functioning and determined that their role needed to be clarified and strengthened. They decided to meet with the whole campus community in "visioning" exercises to explain the difficulty of the situation and the need to be open to a future that accepted change. And they searched for a president who had strong academic credentials and experience but would be open to innovative approaches and able to address fiscal realities.

Sometimes the only thing everyone would agree to was an oversimplified view of the college's historical character, which was, in turn, frequently presented as a goal for the future.

Achieving such significant change in a short period of time demanded many different contributions from all elements of the community.

When I was hired to begin as president in January 1992, significant controversy arose among the alumnae because the other finalist and I, though traditionally credentialed, were both working at urban institutions with entrepreneurial modes of operating. Nevertheless, members of the board made it quite clear that they intended to carry through with what probably would be a change agenda to ensure that the institution could both serve the needs of women and be fiscally sound.

As of this writing, in the fall of 1999, Chatham College has returned to a state of health. The operating budget was first balanced in 1995. By the fall of '99 the enrollment had effectively doubled, having grown to an FTE of just over 1,000. The two largest traditional-age entering undergraduate classes in the institution's history were recruited in '98 and '99, and nearly 300 full-time graduate students matriculated.

Once operations were no longer draining the unrestricted endowment, the endowment began to grow again, after being flat for a decade, and reached a new high of $53 million in June 1999. The budget, too, has nearly doubled, rising from $12 million to $22 million. After being placed on financial watch by its regional accreditors in 1992, Chatham received an investment-grade bond rating from Standard & Poor's in 1998 and began to acquire and build new facilities. A science building, completed in 1929, is being totally renovated and its size doubled by the addition of new laboratories. An athletic facility is scheduled to be completed by 2001. Two new apartment buildings and other structures have been leased or purchased. Fund raising has improved so dramatically that we decided to undertake an $18-million comprehensive campaign in 1998 and increased the goal to $25 million by spring '99.

When the accrediting team from the Middle States Association of Colleges and Schools completed its 10-year review of Chatham in 1997, it gave an unqualified recommendation, commenting that the college is a "splendid institution, which faced its problems realistically and energetically, and moved creatively to insure its viability." All constituencies were represented in the auditorium during that team's open-to-the-community exit interview. There was a burst of applause—and pride—at the meeting's conclusion.

Much has changed, obviously, in the years between 1992 and this writing. As significant as the indicators of new health are, the structural and attitudinal changes that were necessary to create them are even more important for keeping Chatham vital in the future. Achieving such significant change in a short period of time demanded many different contributions from all elements of the community. Seven particular actions were key.

Creating a clear sense of direction, one that respected tradition and demanded quality while insisting on change

In the fall of 1993 the college prepared a strategic plan. The plan built on the board's "vision" work with the community but spelled out specific directions for institutional change as well as implementation plans and schedules. The overarching goal was to balance the budget within five years while keeping intact Chatham's fundamental identity. It was very important to respect tradition even as dramatic change was being undertaken; because that tradition was a major source of the college's pride and identity, it was thus a source of strength (and volunteers) at a challenged time. In addition, if our identity as one of the nation's oldest undergraduate institutions for women were to be lost, there would be little to distinguish Chatham from other institutions.

But change was needed, and so frank discussions took place about which elements of the traditional equation would be preserved and which would be candidates for change.

The college developed what lightheartedly came to be called the "Back to the Future" strategy. Under this strategy, some of the best elements of the past—even those that had been underplayed or lost but that fit into a more desirable educational and market position for a modern institution—were celebrated for the important role they had played in the institution's history.

For example, new service-learning initiatives gained luster from the fact that social worker Jane Addams had started the Pittsburgh YWCA on the Chatham campus. A renewed emphasis on civic engagement grew out of the recognition that many Chatham women, especially from the 1960s, had been required to be involved in politics during their college years and were leaders in politics now. Even athletics, one of the most significant recruitment initiatives, found support in the fact that author and environmentalist Rachel Carson had been goalie on the field hockey team during the '20s. These examples are small, but they demonstrate the great effort Chatham made to show that an institution around since 1869 had already experienced dramatic change and could reintroduce elements from the past to guide future initiatives.

The twin poles of tradition and innovation guided academic program development in particular. Although preserving the primarily liberal-arts undergraduate program was very important at that time, new applied graduate programs were introduced that built on the undergraduate programs' academic strengths. The college studied alumnae career choices to create programs that were not only deemed marketable but that would be palatable to alumnae who might have chosen them if these programs had been available when they studied at Chatham. The planners shared a strong belief in asking how new programs could be directed both to serve women and to give them the best opportunities possible in a new economy. Thus, for example, an incipient nursing program at the undergraduate level, haltingly started in the late 1980s, was ended; graduate-level programs in the health sciences (such as a physician-assistant program) were begun.

The twin poles of tradition and innovation guided academic program development in particular.

We undertook these initiatives in recognition of several essential facts about our institution and the higher education market. Many at the college still viewed applied undergraduate programs with discomfort. Rather than becoming nurses, more Chatham women were likely to become physicians and other sorts of health professionals requiring graduate training. The sciences were very strong at the college, and research showed there was still a need in the academic and employment market for these programs. Linkages (or internal 3/2s) were created between bachelor's and master's programs to make it possible for students to major in the liberal arts and articulate internally into our applied master's degree programs.

Finally, even as new initiatives made their impact and introduced dramatic change, we celebrated our tradition and history with great fanfare. At the beginning of the fall of 1994, both our new NCAA women's undergraduate athletic teams and our new coeducational graduate programs got under way. One faculty member commented, "I don't know whether it is stranger to see women in shin pads or to see a line in the men's room." That same semester, the college's 125th anniversary celebrations highlighted Chatham's distinguished history in such an outstanding way as to win a gold medal for special events from the Council for Advancement and Support of Education (CASE).

Assembling a leadership team committed to a shared vision

Demonstrating leadership has been key throughout the process of institutional reform. Within the board a few crucial new leaders emerged, and some long-term board members were re-energized to play pivotal new roles. To ensure future renewal of leadership, the board changed the bylaws to necessitate rotating out of the chairmanship after five years.

After I arrived, the entire senior administration was changed rather quickly. In fact, some positions changed more than once during the first several years as the college created the common vision and shared energy a transition team requires. The pressure was especially intense on the faculty as many were asked to—and did—step up in new ways to help lead the changes. Great efforts were made to reinforce those supportive faculty since they had, in some ways, one of the most difficult leadership tasks of all.

Telling the truth—to everyone—about the finances and plans for the future

In the 1980s Chatham faced the difficult choice of whether to tell the whole story of the college's condition and engender panic, especially in those far away, or not tell and get a grace period to figure out what to do while the good old impressions lingered on. The college chose the latter road. Of course, it did not take much to guess what was driving the discussion of coeducation, especially as real estate was being sold. But there seems to have been little explicit discussion of financial difficulties in larger segments of the college community. One example of the misleading but encouraging power of illusion: In those years it was sometimes observed that the college had one of the largest per-capita endowments in the nation. Never mind the crucial fact that there were too few "capitas"!

We challenged the alumnae, who had fought so passionately to preserve the single-gender nature of the institution, to play their part in support of the turnaround.

In contrast, as soon as financial projections and a new path were outlined in 1993, we on the college's leadership team began to share information broadly, and mostly in person. In open meetings of the faculty, at reunion presentations, during student gatherings, and even in meetings with foundation officials, we spoke plainly of our operating deficits and shared our projection that within three years we would have to borrow money to pay operating expenses (assuming we could find someone to borrow money from). We stated unambiguously the need to cut operating budgets as well as to invest money and time immediately to create new sources of revenue through new-program development. Soon another new joking (but uniting) phrase [to describe our rapid pace] became common: "Chatham Time."

Probably it was beneficial that we waited to share the bad news until we could couple it with plans for the future. Our planning was extensive: a strategic plan, a master facilities plan, an admissions plan, etc. People were ready to help, and now we could tell them how.

In addition to discussing the need for new earned revenue, we talked about the need for greater support from alumnae and friends in the form of unrestricted annual fund contributions to defray operating costs. We challenged the alumnae, who had fought so passionately to preserve the single-gender nature of the institution, to play their part in support of the turnaround.

Three alumnae joined forces to create a $125,000 annual fund challenge to their sister alumnae for new or increased gifts. Playing on the "white glove" stereotype we shared with many women's colleges, we called this a challenge to "Take Off the Gloves" and make the college a philanthropic priority. We began to raise alumnae's philanthropic sights by telling them about the college's situation (they had thought we were rich and didn't need

money) and by educating them about other women's colleges and women and philanthropy (they had thought women were poor and didn't give).

We also educated the board about what our goals ought to be by benchmarking ourselves, especially our endowments and annual fund goals, against comparable women's colleges. Because of the need to develop an ongoing support base for operations, we delayed any campaign initiatives until the all-important annual fund was greatly improved. We did not want to risk distracting people by capital fund raising for what could possibly be one-time gifts. By the time we began our comprehensive campaign in fall '98, we had won another CASE gold medal for most improved fund raising (1996), and our annual fund had more than doubled from $433,000 to almost $1 million.

Engaging in strategic investment in the midst of austerity

An important symbolic statement of the new era's commitment to strategic investment came even before I assumed office. The board was asked, as a pledge of support to the new leadership, to create a faculty development fund from its personal resources. The fund was to recognize both the faculty's great importance in making changes and the need for financial support to facilitate change. The board gave $125,000, which was very valuable over the ensuing years to support faculty projects that advanced institutional priorities. Among other things, the fund supported the inauguration of collaborative faculty/student research projects, the adoption of service learning into classroom settings, and pilot assessment projects. The money was awarded frugally, and competitively, to validate faculty roles and initiatives in institutional change, as well as to educate faculty about which activities the college would endorse and reward. That fund was so important that we are now seeking to endow it through our fund-raising campaign.

In order to self-finance strategic investments in new program development, the college decided to continue to engage in deficit funding for the next few years. However, the state of the operating budget, as well as the diminished nature of the funds functioning as unrestricted endowment, required a significant cut in operational expenditures. The decision was made, at one and the same time, to cut operations significantly and invest in new program development.

In the spring of '93, more than a million dollars was cut from the $12-million operations budget. Roughly 15 percent of the faculty—including a tenured faculty member—and 20 percent of the administration were let go. Salaries of continuing employees (including those in unions) were frozen. When raises were given once again, they were awarded on a merit basis only, another measure that reinforced the understanding of which activities the institution would reward. Tight fiscal controls were introduced, including not finalizing budgets until the fall after registrations were in, a practice that continues to this day. All these actions gave us some breathing space and funding to start up new programs.

As can be imagined, controversy during this period was intense. But the board held firm. So, too, did the faculty leadership, who, while not always agreeing with the depth of the cuts, participated in setting the priority order of the cuts to be made and rallied to reassure students that academic integrity was not being fundamentally compromised by the personnel actions.

Board members promised that these sorts of wholesale personnel cuts would not occur again. But they made clear their intention to create economic viability, which meant

When raises were given once again, they were awarded on a merit basis only, another measure that reinforced the understanding of which activities the institution would reward.

that to continue to exist, programs had to be essential to Chatham's mission or contribute to its financial well-being. The board demonstrated its commitment to invest strategically by funding the start-up of the first new graduate programs in education, which opened in the fall of '93, along with a dozen new and reconfigured undergraduate majors. By the fall of '94, four graduate programs had begun. Not only has there been even more program development since then, but a category for new-program development, called academic venture capital, is now carried in the budget. After cutting the full-time faculty from 50 to 42 in 1993, the college permitted the faculty to grow in new areas until today there are 80 full time, along with a good number of adjuncts.

Significant faculty input into the budget's preparation now occurs through division chairs and by annual broad sharing of budget status reports.

Creating structures that emphasized accountability and effectiveness

Chatham has wrought many changes in both formal governance documents and in institutional practices, changes that together worked to clarify accountability and effectiveness.

For example, the board revised its bylaws to make clearer the roles of the board, the president, and the faculty. While becoming more assertive about its authority relative to institutional policy, the board nonetheless resisted the urge to manage the institution and instead strengthened presidential responsibility in that arena. The faculty manual was revised along with institutional governance practices, which were changed to streamline decision-making and clarify accountability in many areas. One example of a needed change related to preparation of the budget, which had historically been created with primary input from a faculty/administrative committee. Recognizing that budgetary accountability needed to be lodged with budget preparation, we abolished that committee and vested budgetary responsibility primarily in the administration. Significant faculty input into the budget's preparation now occurs through division chairs and by annual broad sharing of budget status reports.

Another change altered the nature of division chairs so that they became more quasi-administrative in nature and were appointed rather than elected. This change permitted the academic dean to share administrative policy and decision-making more broadly with the chairs.

At the same time that faculty members were relieved of some of their heavy administrative burdens (by cutting the number of committees as well as the number of members on some committees), they turned their attention to academic quality control and reform. The faculty took charge of evaluating institutional effectiveness by creating an outcomes-assessment program that would eventually bring them both a significant means of ongoing academic quality control and national attention. The faculty assessment program entails ongoing evaluation of all majors as well as of general education. Since Chatham views itself as a "value added" institution in the way it prepares students, the assessment program was one way to prove it. Looking beyond the campus and drawing from many of the best national models, the faculty crafted a program that recognized the individuality of not only the college but also its departments, and created instruments tailored to each. The faculty reported at each faculty meeting on the progress of the assessment initiative; the program, and its data, remain in the hands of the faculty who use it to bring about reforms in courses and requirements in each area. Surely their work deserves much credit for our significant improvements in retention. First-year retention has increased from a low of 65 percent up to 80 percent. College-wide retention has risen from 80 percent to better than 90 percent.

While many of the governance changes focused on differentiating the responsibilities of various Chatham constituencies, some changes also led to greater sharing of responsibilities and information. One very important example concerned personnel recommendations, especially for tenure candidates and their qualitative evaluation.

By custom, although not according to the faculty manual, the faculty alone judged candidates' suitability for tenure according to qualitative measures related to teaching, scholarship, and service. The administration, especially the president, was expected to recommend to the board solely on the basis of financial criteria. This division of labor by practice (but not according to the manual) became the basis for a 1978-80 case study at Harvard's Institute for Educational Management. It did not foreshadow, however, what was the resultant negative situation that developed in which the administration had to either recommend a candidate for tenure or abolish the position. How else to deal with a negative recommendation that had to be based solely on financial considerations? In an environment that combined financial stress with growing faculty institutional responsibilities, it was not likely that many negative faculty recommendations would be brought forward, especially on grounds of inadequate scholarship.

Acting on the authority of the faculty manual, the new administration broke this pattern by recommending negatively on one tenure case on qualitative grounds while simultaneously announcing the opening of a search for a replacement in the position. Supported by the board of trustees, who endorsed the administration's (and especially the president's) right to comment qualitatively on a candidate, we achieved another shift in accountability. This time the shift came in the direction of greater sharing, rather than division of labor, in the decision-making roles of the faculty and the administration.

During this period, we also reviewed and adjusted for appropriateness the communications structures between the board and the faculty. Whereas historically a faculty academic committee met regularly with the board's academic affairs committee and there was broad extra-campus communication among faculty and board members, things now changed. The faculty committee met by invitation with the board committee to discuss special topics (such as assessment), and the board began to meet more, mostly socially, with the whole faculty.

Although most of these governance changes simply moved Chatham back toward what is more the norm for the rest of higher education, they nevertheless had to be made to clarify responsibility and lines of communication. These changes were difficult to accomplish but equal in importance to other more obvious institutional changes, such as expanding the program offerings and improving marketing techniques.

Celebrating progress and people

What was a dramatic period of change was also sometimes a traumatic period of change, and the stress on accountability frequently led to considerable stress on people. Within the campus community it was important to find times to affirm our efforts by reporting progress and to affirm people by recognizing their contributions. Thus we created faculty-development and community-reporting days at the beginning of each term, always with "state of the college" reports. We also introduced occasions for employee recognition. These included a breakfast to celebrate terms of service for both faculty and staff; a late summer faculty/staff picnic with families; and a special thank-you lunch for physical plant, housekeeping, and security at the president's home.

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One of the most important and successful new traditions was "Bucket and Blossom Day"—a day on which members of all campus constituencies come out to clean and plant the campus and then enjoy a picnic lunch and other festivities. Grafted onto an old annual tradition of canceling classes to party on "Toe-Dabbling Day," this new activity celebrated teamwork for an improving community.

Even alumnae had been under-recognized. Some felt slighted by the college's constant references to illustrious alumna Rachel Carson; wry laughs always came in response to the query, "Who besides Rachel?" So we generated much appreciation and renewed enthusiasm by seeking both ceremonial and written occasions to acknowledge our pride in more Chatham women. These included NASA's chief scientist, a senior vice president of Avon, a distinguished literary scholar at Harvard, the first woman Episcopal bishop in Maine, the co-founder of Tom's of Maine, and many more. At a reunion/commencement banquet we began to grant not one but eight alumnae awards annually.

At an institution where tradition seemed so important, it also seemed odd to have so few visual displays about the college's history, especially our important players. To begin to correct this, we created and displayed a series of photographic portraits of past board chairs and faculty emeriti.

As we celebrated more people—people who deserved it—we found, not surprising, even greater commitment to and effort on behalf of the college.

Maintaining a steady view to the future while working to stabilize the present

In the first half of the '90s the college concentrated most on demonstrating that it was attractive to students, that it had something students wanted, and the proof was in increased enrollments. In addition, because we believed the institution had to be worth saving, we always tried to show our commitment to quality. We were heartened and helped by some significant early support from Pittsburgh foundations that, because of their proximity, were able to see our initial results. However, in the beginning we did not focus greatly on achieving national visibility or national outreach in fund raising, even to our own constituency, because we first needed to demonstrate the viability of the new vision.

Nevertheless, we did not put aside issues of visibility completely, and so early on we allocated some of our precious time and energy to visibility efforts. As time went on, we felt more strongly that it was crucial to the college's future to make rebuilding our public image and volunteer infrastructure a new priority, along with reorganization and program development.

Our work on image and visibility built on two things: first, our historic reputation as a very high-quality institution, and second, our commitment to the educational needs of contemporary women. We were thrilled when Maestro Loren Maazel and the Pittsburgh Symphony agreed to do a highly publicized benefit concert for our 125th anniversary, linking us with one of the country's top cultural institutions. The concert was associated with a national conference we created on women and the environmental movement, which served our second purpose of positioning ourselves on the cutting edge of service to today's women. Also closely related to this second objective was our decision to create the first varsity women's ice hockey team in Pennsylvania, which brought us significant attention when the U.S. women's Olympic team won at Nagano.

Just as building visibility and image are long-term endeavors, so is building a strong infrastructure of committed volunteers. We believed that to achieve a greater measure of stability, it was critical to have a committed volunteer leadership cadre of the sort that marks the best liberal arts colleges. This was the only way to avoid being purely enrollment or staff driven, and to avail ourselves of both the financial and human resources such volunteers bring. The board had already shown its renewed commitment to the college through vastly increased contributions of time and money from long-term board members and by the addition of committed new board members, many of whom are alumnae. Now the college very much needed to reconnect with its alumnae, who had turned away during the coeducational crisis, and with the national foundation community, which had ceased to support the college because of its deficits.

So in 1998 we publicly began a three-year fund-raising campaign with the equally important twin goals of raising money and engaging in organizational development for the future. We needed to secure funding for pressing capital needs and to develop a national network of committed volunteers who would work to "Keep the Vision Splendid" even after the campaign was over. During the campaign years we committed to try to reach each living alumna, to reconnect her to Chatham, and, in so doing, to develop the alumnae leadership needed to support and guide the college. To our enormous gratification, the Kresge Foundation pledged an $800,000 challenge grant to support not only the campaign's capital goals but also the organizational development goals. At this writing, the campaign's financial and organizational development goals are both progressing well.

The importance of long-term strategic thinking and planning was also shown by the creation, almost as soon as we achieved a balanced budget, of a Strategic Financial Planning Task Force. This board committee engaged in 10-year projections of alternative scenarios for the college's future. The task force always insisted on calculations that didn't merely ensure survival but also included "quality factors," such as increased salaries, adequate facilities, improved library collections and technology, etc. The work of this task force facilitated board decisions about such important matters as whether and how much debt to assume, fund-raising goals, and future goals for configuring the academic offerings (including program types, ratios of graduate/undergraduate students).

The task force always insisted on calculations that didn't merely ensure survival but also included "quality factors."

Conclusion: "Futuring" and the future

n the college's new strategic plan, approved in the spring of '99, the basic themes of the '93 plan were preserved with one essential difference. The new plan recognizes tradition less prominently and stresses more explicitly the need for a futurist orientation.

In recognizing the dramatically changing landscape of American higher education, paralleling the changes in American society, the plan strongly states the need for institutions like Chatham to reinvent themselves to better serve society. Moving from near-insolvency led the college to its first strategic plan, a primary aim for which was to have a balanced operating budget. Now the college is striving to preserve its creativity and momentum, hard won through adversity, in order to take a leadership role in the next century. The college wants to continue its experimental, investing ways. For example, because we are seeking to be one of the most technology-intensive women's institutions in the nation, we are making enormous investments to achieve ubiquitous computing. Toward this end, in

Tradition has been reinterpreted as commitment to undergraduate women's education, to coeducational graduate education, to quality, and to renewal, rather than to a specific set of programs or practices.

the summer of '99 we lowered our student/computer ratio from 30:1 to 3:1. We now have a deep institutional belief, expressed in our new plan, that continuing creativity, flexibility, and openness to change are crucial to the future.

Tradition has not lost its importance at Chatham. Instead, it has come to be reinterpreted as commitment to undergraduate women's education, to coeducational graduate education, to quality, and to renewal, rather than to a specific set of programs or practices.

A symbol of our continuing commitment has come to be a rediscovered Tiffany window, commissioned by the alumnae in 1889 but boxed and stored for more than 70 years. Damaged but still beautiful, the window escaped the sales of the 1980s. The college community has felt an enormous sense of pride as we have restored the window and made plans to install it as an exquisite centerpiece in our new laboratory building's atrium. The window symbolizes for us this great truth: As an institution, Chatham is now blessed by a wonderful opportunity to confront what is admittedly a challenging future for all of private higher education from a position of stability — a position that has been strengthened by a new set of institutional attitudes and skills.

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Developing Diversity
More minority enrollment spells major growth

By Dr. Donald J. Breckon
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Parkville, Missouri

Introduction

ark College is a national leader in promoting diversity and minority enrollment. We've been recognized as one of the top 100 baccalaureate-degree-granting institutions in graduating African Americans (by *Black Issues in Higher Education*) and Hispanics (by *Hispanic Outlook*). Minorities usually make up 25 to 30 percent of our total enrollment, whether you consider full-time or part-time students, home-campus or distance-learning programs.

In the following essay I will focus on the process we've used over the past 12 years to win this national recognition, as well as on the most significant elements of our successful initiative to diversify.

Ignorance and arrogance

he most important factor in producing major growth in minority enrollment is, in this president's opinion, presidential commitment. Moreover, I believe that college presidents who do not exercise such leadership are guilty of ignorance, arrogance, or both.

Ignorance enters in when presidents are unaware of the changing demographics that will, within a couple of decades, place Caucasians as just one of several minority groups in the nation. It's because of these changes that people of color can legitimately be called "the emerging majority."

It is also, in my opinion, ignorant to think that college-growth strategies can be wise in the long term if they fail to focus on increasing enrollment among students of color. But presidents who exert leadership now to recruit and retain this emerging majority (hereinafter called by the more familiar term "minorities") are wise indeed.

Arrogance comes in when the college leadership team believes that recruiting minorities will decrease the quality of the educational experience. In fact, given the changing demographics, getting talented young minorities involved is in itself an element of a quality educational experience.

It is also, in my opinion, arrogant to associate skin color with academic ability. Institutions that have experienced decreases in quality while diversifying their enrollment have not planned carefully enough. Deteriorating quality has sometimes been used as an excuse for refusing to aggressively pursue such enrollment shifts. Some presidents are content to say, "It can't be done" or "We're trying, but we're not having much success."

We at Park simply did it, and we did not sacrifice in either quantitative or qualitative measures.

Admittedly, we did not accomplish our goal without controversy and significant criticism. I have been accused of being a racist because we weren't moving fast enough—

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and of reverse discrimination because some Caucasians believed we were going too far. Once both these allegations arrived on the same day, causing me to smile and renew my commitment. Criticism has at times come from students, faculty, and staff. But not anymore. Now the results speak for themselves.

The philosophy for change

Educating our trustees on changing demographics and institutional priorities is a main concern for us.

or us at Park, it was useful to position our drive to increase minority enrollment as part of a plan to increase institutional growth rather than a means to correct a social injustice. Institutional growth is a less controversial goal than "righting wrongs." Moreover, people can't argue against the demographic data. Because the proportion of Caucasians continues to shrink in the United States and the world, institutions that recruit primarily Caucasians are likely to struggle, while those that recruit people of color will have a growing pool of potential students, faculty, and staff. Students of color are now one of the few growth areas left, inasmuch as the needs of the adult market needs are being met. (Admittedly, there is still room to grow with online degree programs, but many institutions have already moved quickly to seize this opportunity.)

Starting at the top

or campuses interested in pursuing more minority students, it is woefully inadequate to simply create scholarships. Indeed, I believe it is instead necessary to start at the top. That means diversifying the board of trustees.

I understand that in many institutions, the governor or the electorate selects the trustees. In these situations, institutional priorities must be communicated to those who influence trustee candidacies, whether those influential people are the governor, staffers, or others. My observation is that frequently these groups are out in front of college presidents and diversifying the board is no longer an issue in such situations.

Sadly, it is also my observation (though without supporting data) that many private college's boards are still largely Caucasian. This is only natural when trustees have long terms in office, use a good-old-boy network to make new selections, and receive little or no push from the president.

Educating our trustees on changing demographics and institutional priorities is a main concern for us. I raise the issue of diversity every time our board discusses trustee selection. Accordingly, we have appointed five African Americans and two Hispanics to our 25-member board. (We have also diversified the board by gender.)

This more-diverse board periodically reviews numerous policies, procedures, and programs and analyzes them from the perspective of increasing African American and Hispanic enrollment and staffing. The first policy to be reviewed concerned employment practices so that we could increase our staff diversity. (We revisit this policy periodically because of the changing legal environment.)

Where staffing is concerned, Park goes as far as the law permits in increasing minority representation in the applicant pool, having minority representation on selection committees, promoting minority employees, and suspending search procedures whenever a qualified minority candidate is found. Although we use traditional criteria when determining qualifications, we always informally consider ethnic background. Of course,

it helps that I require that three unranked candidates be recommended to me, and then I make the final decision. Such unwritten but widely understood presidential preferences to hire qualified African Americans and Hispanics, on top of appropriate diversity strategies, have also helped. (I have at times refused to fill admissions positions until qualified African American and Hispanic candidates have been found.)

Because more flexibility often occurs with new positions and "first hires," I try to have minority candidates in mind before formally creating a position. I also authorize academic departments to create a new faculty position if they have a qualified minority candidate to occupy it. Both strategies produce the desired results.

Needless to say, presidential support is vital to these initiatives. Moreover, it is necessary to communicate my support frequently so that all managers involved in hiring know about it and realize they are a key part of our institutional growth strategy. It is also helpful for them to know the changing demographics that support that philosophy and practice. Finally, it is wise for a president who takes such a strong stance to have the support of the trustees before the criticism comes.

Leading by example

t is certainly not enough merely to encourage subordinates to change their staff's ethnic composition. I try to lead by example and so, for instance, replaced a Caucasian male academic vice president with a Hispanic female. I looked for an academically talented, experienced faculty member and promoted her into that role. When creating the new position of vice president for enrollment management and student services, I promoted a capable, respected African American female and bypassed a male, Caucasian dean of students. I also created a position called vice president for extended learning and promoted a female (since retired) to the role.

Just as with the trustees, making such changes diversifies the senior administrative staff by gender as well—and affects policy setting in overt and subtle ways.

Diversifiying the senior administrative staff by gender affects policy setting in overt and subtle ways.

Changing recruiting strategies

s mentioned earlier, I often insist on hiring minority student recruiters. Although there is resistance when filling existing positions, interestingly enough there is none with new positions that can be filled only with a qualified African American or Hispanic recruiter. (Replacing the director of admissions also helped change attitudes.)

Staffing aside, of course recruiting strategies had to change to focus on high schools and community colleges with high enrollments from these target groups. And obviously, we had to be sure to feature minority students in all recruiting materials and other publications, including those for alumni. This is done not just to be politically correct but to change perceptions about our student body.

A major, very successful minority recruiting strategy I initiated was to hire as many minority coaches as possible, who would in turn recruit minority athletes. Adding athletic teams has also been part of our aggressive growth strategy. Our men's and women's basketball teams went from being predominantly white to predominantly black, and the quality of play increased. It is notable that other teams that were predominantly Caucasian also diversified their team rosters.

Although regulations on minority scholarships have changed, we bypassed these issues by matching outside scholarships that Hispanics bring to Park. We also cooperate closely with organizations in the greater Kansas City area that work with college-bound minority youth.

Changing retention strategies

noted earlier that recruiting minority students is not enough. Retention is critical as well.

That is a primary reason for diversifying staff from top to bottom. We want our students to have many role models whom they see everywhere on campus. We want our students to bond in informal mentoring relationships or at least know people they can talk to about ethnic issues—or anything at all. Having an African American female vice president for student enrollment and a Hispanic vice president for academic affairs helps minority students get problems solved quickly, often by front-line staff. It also increases the likelihood that any isolated cases of discrimination get addressed quickly, aggressively, and sensitively.

When possible, we staff tutoring services with ethnically diverse student tutors.

The usual organizations for African American and Hispanic students are relatively inactive at Park because we have tried to mainstream them into other groups. However, we go beyond mainstreaming when we bring all student-organization leaders together for a late-summer retreat. There we discuss diversity issues generally but also plan specific campus events that promote diversity.

We also try to be sure our counseling, tutoring, and other services for struggling students are sensitive to ethnic issues. When possible, we staff tutoring services with ethnically diverse student tutors.

Changing curricular and faculty sensitivity

e at Park do not believe that the minority students who come to us are the ones who need to do all the adjusting. As briefly discussed in the preceding section, we try to make the campus climate as hospitable as possible in both large and small ways. We do that with the curriculum as well, especially in general education courses.

With significant financial assistance from a Lilly Foundation grant, we enlist faculty to revise general-education courses accordingly or to write new ones. This course-revision project has several elements. We send appropriate faculty to workshops on multicultural approaches to a particular discipline or course. We bring nationally prominent discipline-based experts to campus to work with our faculty on course revisions. (Visiting scholars often do both a faculty development lecture and a lecture for the students enrolled in that major.) We provide a budget to acquire relevant library or course material and require course revisions that are multiculturally inclusive. (Faculty involved in these efforts soon become perceived as leaders and begin presenting conference papers and having them published.)

One especially interesting aspect of this project is an Acting Without Prejudice class in the Theater Department. Students are pre-screened as to the prejudices they have experienced. During class they discuss their experiences and then prepare a script to perform for college and community groups. This is one of the programs of which I am most proud.

Acting Without Prejudice is a popular course that garners significant media coverage. It also affects the campus climate in that we schedule performances during the day and encourage all employees to attend. Partly because it's "better than working," attendance is good, and the program does seem to have an impact.

Changing public image

e heavily promote all our diversity programs, projects, and visiting scholars in the media. Most, though not all, of the response is good. We also intentionally involve Park's leadership in community projects and organizations that promote diversity, or "harmony in a world of difference."

As president, I use speaking opportunities to talk to college and community groups about what we are doing, to discuss relevant demographics, and to position the work as part of our growth plan. Again, this approach fosters some negative reaction, but primarily it increases support.

We also use our community recognition events (most notably, Founders Day) to publicly recognize African American and Hispanic leaders. We bring others to campus to receive honorary doctorates or simply speak to a commencement. In addition, we host minority group meetings and conferences. We also adopt some causes and use our staff and our facilities in a variety of fund raisers.

Conclusion

t Park, the processes we've used at various times in the past 12 years have led not just to minority-enrollment growth but to major institutional growth. We've seen growth in quality, as measured by a variety of student and faculty indices; increases in diversity programming; and national recognition for graduating African Americans and Hispanics.

While others said it couldn't be done, Park just went out and did it. But these accomplishments required strong presidential leadership. What we are doing can (and should) be replicated by many other institutions. Failure to do so is, in my opinion, both ignorant and arrogant.

Dr. Donald J. Breckon is president of Park College in Parkville, Missouri. Park has educational centers at more than 60 sites around the nation and enrolls approximately 17,000 students, nearly a third of whom are in the Kansas City area. Approximately 2,000 study on the Parkville home campus. ■

We heavily promote all our diversity programs, projects, and visiting scholars in the media.

Capitalizing on Connections

Making the most of creative alliances in all parts of the college community

By Dr. William H. Crouch Jr.
President,
Georgetown College
Georgetown, Kentucky

When I was a child, one of my favorite songs was about connections. You remember: "The ankle bone's connected to the foot bone," and so on. Little did I know that this song was planting in my mind the seeds for one of the most important business concepts I would ever learn.

When I was a teen-ager, this concept was reinforced as I learned the significance of spiritual gifts. Every member of the body of Christ, according to the writings of Paul in the Biblical book of Romans, is given individual talents. When these talents are brought together in one organization, such as the church, marvelous things happen.

Now, as a college president, I fully understand how connections—whether among bones, spiritual gifts, or human beings—make up one of the key elements in all human endeavors. Georgetown College is a typical small, church-related liberal arts college. This means we have limited financial resources to fulfill our mission. These limits are especially apparent in a time of enormous change that requires significant financial investment in technology, infrastructure, and human resources.

The connections we make through creative partnerships enhance the quality of our students' education while also benefiting the community around us.

The liberal arts remain relevant because now, more than ever, learning how to see and exploit connections is essential for success. Georgetown is making those connections come alive intellectually and in other aspects of college life, such as community outreach, curriculum, and administration. The connections we make through creative partnerships enhance the quality of our students' education while also benefiting the community around us.

Over a two-year period and in collaboration with almost every person associated with the college, our new strategic plan was born in 1997. The resulting vision statement calls on the college to become "an innovative community of scholars developing ethical scholars committed to our heritage of Christian discernment." Six pillars were identified as the plan's foundation:

1. Synergistic learning.
2. A win/win culture.
3. Student success.
4. Financial strength.
5. Effective marketing.
6. Creative partnerships.

The creative partnerships pillar has become a key element in the college's recent success. Some call the resulting relationships strategic alliances; others refer to them as networking. But I return to my childhood days and simply call them connections.

The role of connections in community outreach

The concept of creative strategic alliances has taken root and begun to grow in several ways. These alliances enrich both the college and the people who live, work, and study around us.

One example is our Presidential Mentorship Program, which was created between Georgetown College and high schools in our region. Its purpose is to educate selected

high school juniors in networking, ethical decision making, social and business etiquette, and other key leadership skills. The success of this program over the past years has led to new partnerships with several high schools across the state. Every high school student who completes this program receives a scholarship worth between $4,000 and $8,000 to attend Georgetown College, which has resulted in an important recruitment vehicle that's created a more diverse student population. While the mentorship program clearly serves the students, it also aids in our marketing, recruitment, and development strategies.

Many other community connections exist. The college recently entered a partnership with high school and community leaders to discover ways to share resources and help meet the needs of minority and immigrant families. A new diversity committee was created to include members from the college, the school system, and the community. As a result, Georgetown College students are able to gain valuable experiences, assist those around them, and thereby improve the entire community.

In 1998 and 1999, Georgetown College received national recognition from *USA Today* for its community outreach programs. Our community's Amen House, Big Sisters/Big Brothers chapters, and Senior Citizens Center are examples of programs in which connections have enriched lives and improved the quality of life. Our students also benefit significantly from the resulting intergenerational conversations.

Another community connection is the newly formed Scott County Education Foundation, which has hired a coordinator of international exchange opportunities for the college, the public school system, and the Chamber of Commerce.

But perhaps the most exciting partnership is the one we've established with the National Football League's Cincinnati Bengals. This connection has resulted in a magnificent $15-million college-built athletic facility for the Bengals Summer Training Camp, which is also the home field for both college and high school football games and the site of many midget football games. Because of their delight with the new facility, the Bengals' owners recently purchased new uniforms for the midget league.

Shared marketing experiences with the Bengals have produced significant revenues and demonstrated to the entire community the importance of strategic alliances.

A new diversity committee was created to include members from the college, the school system, and the community.

Connections and curriculum

Through our commitment to synergistic learning, we promote alliances of all types among academic departments. For example, the college encourages departments to link their introductory-level core courses with beginning writing course and to establish partnerships with other departments to encourage a more "connected" liberal arts curriculum.

In addition, the synergistic learning initiative has led to new connections between the business faculty, foreign language faculty, and the corporate community. Plans are under way to create a Center for Business and Language, which will require each business major to be conversationally proficient in a foreign language.

Each student will also be required to attend practical application modules (PAMs). Taught by CEOs serving as adjunct faculty, PAMs will focus on developing practical business skills. Each PAM will have 20 students, 10 undergraduates from Georgetown College and 10 employees from local businesses, through a partnership with the Chamber of Commerce. This learning laboratory will allow students and business professionals to come together to interact with, learn from, and be mentored not only by our highly

regarded faculty but also by top business leaders who are enthusiastic about serving as counselors and teachers. Some of the modules that will be taught by these mentoring partners are:

- teamwork and conflict management,
- leadership development and application,
- entrepreneurial enterprise,
- project management skills,
- pricing strategy for profitability, and
- data mining.

Win/win connections

Georgetown has awakened to the realization that a small liberal arts college can have an impact on corporations' bottom line.

very Toyota Avalon and Sienna and most Camry automobiles are produced in Georgetown, Kentucky, only four miles from our campus. This has presented many ideal opportunities for college and carmaker to produce win/win results. Here are several examples.

Nearly 2,000 visitors a week take tours of the Georgetown Toyota Plant. Guiding these tours are Georgetown College students, carefully chosen for their outgoing personalities and compensated as interns.

Georgetown offers in-plant general education courses for Toyota employees at times that coincide with shift endings.

The largest client of the college's new Center for Leadership and Training is Toyota, which was delighted to have an off-site training facility (even if only four miles away) for its 8,000 employees.

A new proposed speaker series will bring top business executives to campus on days when they have contracted to speak to Toyota employees or appear at Toyota-sponsored civic events, like the annual Toyota Women in Leadership series in Lexington and Louisville.

The college and the carmaker have also found mutual benefit in human resource planning, quality training, and mentoring of students.

As a thank-you for these many connections, in 1994 Georgetown College awarded the president and CEO of the local plant an honorary doctorate. He is now the president of Toyota worldwide. We continue to be grateful to have this friend in high places.

How connections counteract the disappearance of corporate philanthropy

t is well known that corporate philanthropy is disappearing. This change has occurred because stockholders are demanding more accountability and, in response, corporations are looking to make connections with nonprofits that will enhance their bottom line.

Georgetown has awakened to the realization that a small liberal arts college can have an impact on corporations' bottom line. One result is a concept we call Georgetown College Partners. This program makes the college a facilitator in encouraging partnerships between alumni and business. Through our development staff we try to identify an alumni business that might connect with another alumni business, with positive results for both companies. For example, we recently linked a shirt-making company with an alumni business that buys a number of shirts to give away every year to its customers. If these new connections produce positive bottom-line results, then Georgetown College, which initiated this connection, is rewarded with a gift. The initial results are extremely encouraging, and

all predictions indicate that Georgetown College Partners will be a huge asset to the college's development programs.

Little did Jack Welch know when he created GE Capital in 1981 that his whole entrepreneurial philosophy could have a dramatic impact on higher education.

Spiritual connections

A quick glance at the business section of any major bookstore will reveal a growing connection between business and the spiritual side of life. From *The Monk Who Sold His Red Ferrari* to *Jesus CEO: Using Ancient Wisdom for Visionary Leadership*, book after book connects the two. Small, private liberal arts colleges like Georgetown have generally protected their spiritual roots and so can help others take advantage of their spiritual gifts in a variety of ways.

Three years ago, Georgetown College needed connections to new groups of constituents. Our vehicle became an educational model we call the Peer Exchange Network Program, which is made up of 12 CEOs who meet monthly to engage in peer learning about best practices at their companies. These best practices have ranged from "listening" to "niche marketing" to "learning environments." As Georgetown's president, my role developed into one of "spiritual leader" for the group because of the college's foundation in spiritual values. This connection has been engaging, energizing, and humbling. As Lee Bolman and Terrence Deal write in their book *Leading with Soul*, "Leaders with soul bring spirit to organizations. Leaders of spirit find their soul's treasure stored and offer its gifts to others. Spirit and soul are ultimately connected." The power presented to each of us through spiritual dimensions is greatly needed in the stressful lives of leaders, whether they're in charge of a Fortune 500 company or a college.

In the spirit of the liberal arts, Georgetown College is constantly discovering new connections and new ways to use our resources to generate success. Our ability to thrive as an institution is bound by this ability to stay connected.

Dr. William H. Crouch Jr. is president of Georgetown College in Georgetown, Kentucky. The college, which has 1,700 students, is affiliated with the Kentucky Baptist Convention. ■

The power presented to each of us through spiritual dimensions is greatly needed in the stressful lives of leaders.

The Cooperative Edge

Turning institutional collaboration into institutional strategy

By Dr. E. LeBron Fairbanks
President,
Mount Vernon Nazarene College
Mount Vernon, Ohio

ount Vernon Nazarene College, (MVNC) a private liberal arts college sponsored by the Church of the Nazarene, was recently identified as Ohio's second-fastest-growing private higher education institution of the decade. In 1991 enrollment was 1,044. In fall 1999 it was over 1,984.

Our sustained growth is due in significant measure to our leadership team's commitment to making institutional collaboration an institutional strategy. In fact, in recognition of just how significant our collaborative projects have been, the MVNC Board of Trustees included in our new strategic plan an initiative on institutional collaboration. Adopted at the fall 1998 annual board meeting, the plan's Strategic Initiative No. 9 reaffirms our board's belief that strategic collaboration will distinguish and strengthen higher education institutions like MVNC for continued growth, maturity, and excellence even as we move into the next decade.

Our commitment to institutional collaboration as institutional strategy has expressed itself in many ways, including the six accomplishments explained below.

Expanding the president's cabinet

To increase collaboration, a college must broaden participation.

I became president of Mount Vernon Nazarene College in 1989, having moved there from the presidency of the Asia-Pacific Nazarene Theological Seminary in Manila, Philippines. In 1990 my cabinet consisted of just three persons, including me. Today the cabinet has broadened to eight members, including senior administrators representing each of the college's administrative divisions and my senior staff.

To increase collaboration, a college must broaden participation.

The members of this expanded cabinet follow well-established steps to make our three-hour, twice-monthly meetings productive and efficient. The process begins when cabinet members submit agenda items to my executive assistant. Agenda items are assigned to one of three categories:

1. Items for information, which include facts about divisional personnel, program, and problem issues of which all cabinet members should be aware.

2. Items for discussion, which make up the largest block of time in cabinet meetings. These items must be presented in the form of questions and "sponsored" by at least two cabinet members before they will be added to the agenda.

3. Items for decision, which are identified in the form of a statement that begins with "Recommendation that ..." and which the cabinet must have addressed earlier as an item for discussion.

There are exceptions to this policy when emergencies arise. But generally we follow the cabinet policies and procedures outlined in our three-page "Guiding Principles for Senior Administrators," which we review and revise every two years. The result of this expansion has been broader campus input as well as greater buy-in, both of which are essential to successful collaboration.

Restructuring the campus's administrative divisions

Another way to increase collaboration is to put people who do similar jobs in close proximity. In 1990 the college created the Enrollment Services Division to bring together key campus personnel (except faculty) involved in recruiting and retaining what we call "graduates-to-be." In addition to the admissions and student recruitment director, the division included the director of financial aid (later renamed student financial planning); the registrar (later renamed records and registration director); the retention director; and the academic support director. These individuals were relocated from different offices across campus to a building near the center of campus that also housed the student accounts office.

Later in the decade, the college merged the divisions of enrollment services and student development into one mega-division. If recruiting and retaining graduates-to-be really was our goal, then it only made sense to ensure that all personnel related to student success (except faculty) are at the table in divisional meetings to plan and pray together for students. We think the new division serves the students and the college beautifully.

The college merged the divisions of enrollment services and student development into one mega-division.

Collaboration is a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals.

The relationship includes a commitment to: a definition of mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards.

From Collaboration: *What Makes It Work, A Review of Research Literature on Factors Influencing Successful Collaboration*; Amherst H. Wilder Foundation

Networking with other Church of the Nazarene campuses

Opportunities for collaboration often exist beyond a campus's own boundaries. Beginning in July 1995 and continuing through February 1999, the Church of the Nazarene's USA/Canada Council of Education entered a four-phase study funded by the Teagle Foundation in New York to develop a strategic plan for collaboration and networking.

Examining both collaboration theory and practice, the council's Subcommittee on Collaboration and Networking led the institutions' presidents in a process that would result in increasing strategic collaboration without losing the identity or independent governance already enjoyed by the 11 related colleges, universities, seminary, and Bible college.

Phase One of the process looked at models of collaboration, including examples from for-profit, nonprofit, higher education, and Christian higher education institutions.

Phase Two studied the functional aspects of collaboration, including shared programming, resources, and institutional advancement. A key component of this phase was a detailed look at technology and its current and future role in higher education.

Phase Three examined external forms of collaboration. These included relationships between the liberal arts colleges and universities, corporations, and theological institutions of the Church of the Nazarene. In addition, the present and future relationships among educational institutions overseas were surveyed.

Phase Four was a period of transition in which the participating institutions left the study phase and moved to carry out the recommendations and findings presented in this document.

We have learned that there is a lot we can share with other campuses without "giving away the store."

One of the study's important findings is that collaboration is best sustained when it becomes a way of life. Collaboration, in varying degrees, is already a characteristic of Nazarene higher education. Senior administrators and faculty are currently working together on a number of initiatives. As a result of this study, however, the USA/Canada Council of Education has been strengthened by:

- Clearly defining the purpose and mission of the council.
- Clarifying the relationship between the USA/Canada Council of Education, the International Board of Education of the Church of the Nazarene, and the Education Commissioner for the Church.
- Formalizing the informal working relationships among deans, development officers, etc., into affinity groups. This will provide accountability and communication within the USA/Canada Council of Education and the proposed new entities.
- Creating an Association of Nazarene Liberal Arts Colleges and Universities. This strategic partnership formally seeks to strengthen the institutions' common mission through shared thinking and planning, collaborative resource development, and program coordination.
- Creating an Association of Nazarene Theological Schools. The association will allow member schools to pursue an avenue of collaborative relationships designed to benefit from and build upon institutional commitments to theological education.

As a result of these initiatives, presidents of USA/Canada Council of Education institutions will work together more deliberately and will encourage senior administrators to do the same through the various affinity groups.

Learning from other Ohio colleges about process redesign

By taking part in the Ohio Foundation of Independent Colleges' collaborative efforts since 1996, we have learned that there is a lot we can share with other campuses without "giving away the store." Our senior administrators have been active participants in each of five groups that have gone through Teagle Foundation-sponsored process-redesign workshops. A core team leader keeps process redesign in focus at MVNC.

The process-redesign workshops covered financial aid, accounting, admissions, registration, and the adult degree-completion program (called EXCELL). On our campus, those five workshops have produced over 35 initiatives (most completed at this writing, but some still in process) that have resulted in tangible improvements and cost avoidance.

For example, one measurable result has been a new purchasing-card system that has reduced small-purchase-order use by over 100 per month (with savings per transaction of about $35 each), even as the number of transactions we processed has increased to over 300 per month. We have also learned from the other schools and are now implementing an online work-order system as well as a one-stop shopping concept with admissions, financial aid, and registration. In addition, collaborating with other like institutions has the potential to bring us significant savings in areas such as gas and electric deregulation and audit services. The improvements we make will enhance our value-to-cost ratio and improve the bottom line.

Taking part in the OFIC collaborative has proved that when we venture out of our comfort zone, we can "think outside the box" and see potential changes and benefits we never envisioned. An added bonus: Many of our employees now feel empowered because their ideas *do* count and the resulting changes *do* make a difference.

Forming practical partnerships and networking with local churches

Ministers, like doctors and lawyers, shouldn't stop learning and growing when they receive their degrees. That is why, early in 1998, a meeting was called for regional district and local church leadership in the Church of the Nazarene. The meeting included district superintendents, chairmen of the district board of ministerial studies or coordinators of continuing education, representative pastors, and faculty from the college's religion department.

The conclave began with a review of recent initiatives for ministerial preparation and continuing education, and with discussion of the viability and potential value of regional collaborations on these initiatives. Participants reflected on "what I didn't learn in college" as an exercise to illustrate the significance of continuing education and the need for increased personal involvement in equipping new pastors. These reflections will become the foundation for the directions we take in future regional efforts.

The following preliminary statements evolved from the discussion, which has continued in subsequent meetings and conclaves:

- Ministerial preparation must be a collaborative effort among local churches, districts, and educational providers.
- With the major portion of college ministerial training devoted to theological and biblical preparation, increased attention is needed to practical training and mentoring through partnerships with local churches and districts.
- A stronger relationship between districts and college faculty is mutually desired.
- Districts are keenly interested in working together as a region in designing a structure and flow to continuing education and ministerial preparation.
- Continued dialogue is vital in assessing what our people need to learn.

> We must do the things we think we cannot do. The future belongs to those who believe in the beauty of their dreams.
> *Eleanor Roosevelt (1884-1962), Humanitarian, UN Delegate*

Participants reflected on "what I didn't learn in college" as an exercise to illustrate the significance of continuing education.

MVNC's "Culture of Collaboration" project

As mentioned above, Mount Vernon has participated with commitment and intensity during the past four years in two Teagle Foundation-funded projects. These projects were designed to strengthen our resolve to build strategic alliances among the eight liberal arts colleges and universities of the USA/Canada Council of Education, the Church of the Nazarene, and selected members of the Ohio Foundation of Independent Colleges.

Much has been learned about collaboration during these studies. We've seen significant changes take place, particularly at the presidential and senior administrator levels, as we have launched inter-institutional projects. Mount Vernon Nazarene College will never return to its former way of doing things "on its own."

In fact, due in large part to the profound impact of the two Teagle-funded collaborative projects, the MVNC Board of Trustees, at my recommendation, determined that a strategic initiative on institutional collaboration was critical to our strategic plan for the next decade.

However, one key element in MVNC's strategic initiative on collaboration was not addressed in the two Teagle-funded projects in which we participated. How do you develop a campuswide "culture of collaboration" involving not just the president and senior administrators but also the staff and, particularly, the faculty?

The resulting project, called "A Model for Creating a Culture of Collaboration at Mount Vernon Nazarene College," is designed to address this question. For the project to succeed, four critical elements are necessary: (1) time for research and exploration of models; (2) senior administrative coordination of in-service programs, networking, and travel; (3) faculty and staff buy-in and participation; and (4) thorough documentation.

The project has a three-year timeline. Just as it has taken several years for the senior administrators and me to understand and embrace collaboration as a key component in institutional strategy formulation, so likewise it will require a similar period to bring the entire campus community to commit to and practice collaboration.

The project's specific objectives are as follows:

- Appoint a cabinet-level administrator to serve as a counselor to the president and a resource to the cabinet to work with, among others, the Ohio Foundation of Independent Colleges and the U.S./Canada Council of Education to effect collaboration, networking, strategic alliances, and partnerships.
- Appoint a collaboration task force consisting of faculty and staff to identify, model, and promote collaboration to the campus community, and to approve faculty and staff travel to selected institutions for on-site visits and consultation.
- Develop a reward system for faculty and staff who significantly participate in collaborative projects.
- Identify resource persons and select institutions capable of modeling and counseling MVNC regarding the processes of collaboration.
- Provide faculty and staff with technological support and training that will enable them to benefit from joint/multiple campus training, support, and networking.
- Identify no fewer than three specific activities to pursue, and develop an assessment measure to determine success.
- Educate, communicate, and celebrate with the campus community the processes, benefits, problems, and possibilities of intra- and inter-institutional collaboration.
- Develop and implement an annual benchmarking routine to compare MVNC's external collaboration to (a) other Nazarene institutions, (b) other independent higher education institutions, and (c) other nonprofit institutions outside higher education.
- Develop a reading room/network laboratory for journals, books, and articles relating to the theme of institutional collaboration, particularly academic collaboration. Display examples of effective collaboration models through posters or media presentations (that is, on computer or video) and provide an experimental setting for faculty and staff to interact, plan, and produce (that is, to collaborate).

The result of this project will be the realization of our overarching goal: the development of a "collaboration culture" among faculty and staff.

The result of this project will be the realization of our overarching goal: the development of a "collaboration culture" among faculty and staff and the necessary revision of our administrative structure/system to support, embrace, and pursue intra- and inter-institutional collaboration.

A benefit that's secondary to us but of primary significance to the broader higher education community will be sharing the conclusions (as well as the processes) we used to create a model for a campuswide culture of collaboration at MVNC. The project will add both to the literature and the discussion in the higher education community regarding the imperative of and challenges to developing a collaborative culture, particularly at the faculty and staff level.

Mount Vernon Nazarene College is actively identifying ways and means to collaborate with institutions and agencies on mutually beneficial academic and administrative partnerships. Given the rising costs of both quality classroom teaching and student quality-of-life improvements, it is imperative that collaboration continue to serve as a driving force in institutional strategy for the next decade.

Factors Influencing Successful Collaborations

Factors related to the ENVIRONMENT

1. History of collaboration or cooperation in the community
2. Collaborative group seen as a leader in the community
3. Political/social climate favorable

Factors related to MEMBERSHIP CHARACTERISTICS

4. Mutual respect, understanding, and trust
5. Appropriate cross-section of members
6. Members see collaboration as in their self-interest
7. Ability to compromise

Factors related to PROCESS/STRUCTURE

8. Members share a stake in both process and outcome
9. Multiple layers of decision-making
10. Flexibility
11. Development of clear roles and policy guidelines
12. Adaptability

Factors related to COMMUNICATION

13. Open and frequent communication
14. Established informal and formal communication links

Factors related to PURPOSE

15. Concrete, attainable goals and objectives
16. Shared vision
17. Unique purpose

Factors related to RESOURCES

18. Sufficient funds
19. Skilled convener

From *Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey*, Amherst Wilder Foundation, p. 138.

Dr. E. LeBron Fairbanks is president of Mount Vernon Nazarene College in Mount Vernon, Ohio. The college, which is affiliated with the Church of the Nazarene, has 1,984 students. ■

A Study in Synergy

How a university, a hospital, and a business center share everything from natural resources to intellectual capital

By Dr. Keith Lovin
President,
Maryville University of St. Louis
St. Louis, Missouri

Crossroads Alliance, a partnership involving a university, a corporate office park, and a hospital, is an example of how nonprofit and for-profit organizations can work together to realize better their individual missions, establish mutually beneficial arrangements, and enrich the larger community they serve. Crossroads Alliance is also a powerful reminder that the result of focused collaboration is a synergy that allows for a whole that truly is greater than the sum of its parts.

Though the alliance was established in 1992, the soil from which it grew traces to the early 1980s when Maryville University of St. Louis faced an uncertain future with virtually no endowment. The beginnings of change grew out of the collective vision of Maryville's then-president, Claudius Pritchard; the chairman of the board of trustees, Ronald Henges; and the chief executive officer of Baur Properties, Edward "Tee" Baur (who later became a Maryville trustee). These three leaders created a partnership that formed the nucleus of an endowment for the university and an educational and corporate complex with myriad opportunities for mutually beneficial relationships.

As originally planned, the university and office park share beautiful wooded hills containing numerous small lakes.

The basis of the partnership involved land. In 1957 the Society of the Sacred Heart, Maryville's founding order, purchased 300 acres of land in west St. Louis County, a mostly rural area at that time. In 1961 Maryville moved from the city of St. Louis, where it had been located for 90 years, to its new site. In 1972 ownership of the college was transferred to a lay board of trustees, and in 1981 the trustees authorized the sale of 161 acres (100 for commercial use and 61 for residential purposes) to the developer of Maryville Centre, which was Baur Properties. Maryville Centre started in 1984 with one commercial building occupied by IBM.

Today the Centre is home to approximately 40 local, national, and international business and professional organizations, including IBM, Weyerhaeuser, State Farm Mutual, Novus International, Hewlett-Packard, Maryville Technologies, Edward Jones, Solutia, Inc., Duke-Weeks Realty, and Deutsche Financial Services. Moreover, this once-rural area is now at the population center for the St. Louis metropolitan area and is located near the intersection of two major transportation arteries. Nevertheless, as originally planned, the university and office park share beautiful wooded hills containing numerous small lakes and populated by deer, turkeys, and other wildlife.

In November, 1992, when the Centre's physical development was largely complete, the partnership advanced to the next level of maturation. St. Luke's Hospital, a major regional healthcare facility located adjacent to Maryville University and the Maryville Centre, became a formal part of the collaboration with the establishment of the Crossroads Alliance. The result has fostered synergistic relationships that have already been beneficial to each member of the alliance and, even more important, hold enormous potential for future development.

The alliance's success to date stems from two essential ingredients: a shared vision on the part of the CEOs of the university, the Centre, and the hospital; and a joint commitment to common purposes. We envision an educational, corporate, and healthcare environment

in which each component recognizes the inherent limitations of functioning independently and the multiple advantages of creative and cooperative interdependence. We believe that not only will our individual interests be better served through purposeful collaboration, but greater contributions to the larger community depend upon it.

We know that a vision will be just that, and nothing more, unless there are specific purposes, jointly embraced, to animate behavior and to guide actions. We therefore agreed to coordinate activities and programs, to share physical facilities, to engage in joint policy development, and to preserve the beauty of our natural surroundings. The following are examples of specific initiatives that owe their existence to shared vision and common purposes.

We know that a vision will be just that, and nothing more, unless there are specific purposes, jointly embraced, to animate behavior and to guide actions.

Making the most of our setting

o help preserve the beauty of our natural surroundings and to enhance enjoyment of it, we have created several miles of walking trails. Guests at the Centre's Marriott Hotel can walk or jog along well-maintained paths through the heavily wooded corporate complex and university grounds. The trails end at a paved quarter-mile walking/jogging track on the hospital's grounds. Common signage directs users as they enjoy flowering trees, wildlife, footbridges, and benches along the way.

Linking the three campuses in this way also helps to establish and maintain our overall identity as "the Maryville Centre." To further establish this identity and enhance its aesthetic appeal, we have developed a common form of lighting during the Christmas season. Identical trees made of strings of white lights adorn the tops of every building in the Centre as well as pedestrian areas on the ground. Along with our coordinated landscaping, these efforts create an identity, support the natural beauty of our grounds, and bring people to the Centre for such events as the Walk for Diabetes and the Turkey Trot at Thanksgiving.

Sharing our facilities

here are several ways in which we make broad use of our numerous buildings and services. The university expanded and furnished its fitness center with modern exercise equipment provided by Deutsche Financial Services, the name the fitness center now bears. It is used by employees in the Centre as well as the university's students, faculty, and staff. Members of the Centre also use Maryville's gymnasium, especially for noontime basketball games and mid-day workouts. And the university has access to the office park's attractive atrium areas for special events and receptions and an auditorium in the hospital as occasions require.

Learning-based sharing of facilities is especially important. Novus International created for the university a high-tech classroom, called the Novus International Videoconferencing Center, which is located in our library. This facility lets us originate instruction on our main campus that becomes simultaneously accessible from our satellite campuses by interactive video. This set-up is particularly helpful with our weekend and evening college programs and it allows for a cost-effective and learning-effective delivery system. Equally important, in this private business and not-for-profit partnership, Novus International uses this facility to conduct videoconference sessions with its offices in Brussels and Mexico City.

Other learning-based sharing of facilities includes access to Maryville's library, both physically and electronically. Fiber-optic and electronic cable linking the entire Centre has allowed interested corporations to access our library holdings and databases. Solutia Inc., one of the Centre's newest corporations, donated much of its hard-copy materials to Maryville so that our library may serve as a broader information center and function as a conduit for accessing information and materials.

Providing educational opportunities

he fact that the office park, university, and hospital are physically contiguous creates many opportunities. Maryville students are able to participate in cooperative education and internships in a first-rate corporate setting just steps away from their classrooms. St. Luke's provides top-notch clinical experiences to students in physical therapy, occupational therapy, and nursing. This relationship played a part in the university's adding graduate programs in physical therapy, nursing, and rehabilitation counseling.

Similarly, employees of Maryville Centre and St. Luke's are able to enroll in both undergraduate and graduate programs at the university. Moreover, the university's director of corporate education works with Centre tenants to develop customized learning programs to meet specific corporate needs. As a result of relationships of this type, both individual and corporate support for the university, including student scholarships, has increased significantly.

In short, it is synergy large and small, operating on many levels, that gives real potency to Crossroads Alliance.

Collaborating on political issues

t its core, Crossroads Alliance was formed both to help us achieve what we could not accomplish individually and to serve better the larger community. Sharing and coordinating the development and implementation of each of our facilities master plans has enabled us to be more effective in dealing with zoning issues, requests for variances, and other political issues. We have worked together to build new roads on our property to solve traffic problems and to build new entrances to the Centre and the university that are both beautiful and functional. When Maryville wanted to become the first university in the country to have a Boys Hope Home (out of 30 such homes internationally) on campus, Crossroads Alliance helped provide the clout to overcome various obstacles. Several CEOs in the Centre serve on Maryville's Board of Trustees. Edward "Tee" Baur, developer of the Centre and trustee, successfully chaired Phase I of the university's capital campaign. Faculty members serve as consultants to some of our corporate neighbors. In short, it is synergy large and small, operating on many levels, that gives real potency to Crossroads Alliance.

More cases of synergy in action

n addition to what has been described already, the following three examples of what is in place, in progress, and in planning illustrate how we are faring.

In place: Edward Jones, a leading international brokerage headquartered in St. Louis, has an established presence in the Centre. Maryville's School of Business and Edward Jones have collaborated on a program that has surpassed both organizations' expectations. Each semester approximately ten students are personally selected by faculty and Edward

Jones officials for an intensive training and educational program. These students participate in the customer-service-representative training program along with Edward Jones' own new hires. Edward Jones conducts the training and testing exclusively. But in addition to the 40 hours per week this program requires (for 15 weeks), a faculty member from the School of Business supervises the students' work and integrates it with academic assignments, including the development of a business-competency portfolio. Students receive 10 hours of credit for this work in addition to being required to enroll in one other course to preserve full-time status.

Not only are the participating students compensated by Edward Jones during this program, but over 90 percent are hired by Edward Jones. This initiative has received stellar marks from everyone involved, including the CEO of Edward Jones, the business faculty, and the students completing the program.

In progress: Solutia Inc., an international chemical company spun off from Monsanto, relocated to the Centre in September, 1999. About a year and a half beforehand, Solutia officials met with Maryville deans and other officials to explore the basis for a partnership that would be consistent with the aims of Crossroads Alliance. Members of the group came up with a long and substantial list of possible cooperative arrangements, which they then divided into short- and long-term objectives complete with contact persons for each from both Maryville and Solutia. Among the arrangements, now in various stages of development or exploration, are:

- Mentoring programs, shadow days, and internships for Maryville students.
- An approach to classroom learning whereby Maryville would dedicate space for satellite-based (distance) learning and Solutia would supply the content via a service that beams diverse business content 12 hours a day, five days a week.
- Shared facilities, including lecture halls, meeting rooms, and spaces for athletic events.
- Programs through which personnel at Solutia will bring technical and commercial expertise to augment classroom instruction as guest lecturers, case study presenters, and adjunct professors.
- Prior-learning assessment and degree-completion programs orchestrated by Maryville.

We can now see that one of the keys to this successful partnership was beginning conversations well in advance of the actual physical relocation and bringing key people together early on to do planning and brainstorming.

In planning: Finally, after a highly favorable review by consultants we engaged to conduct a feasibility study, we are pursuing the possibility of a major new joint venture between Maryville University and St. Luke's Hospital. Our plan, pending resolution of funding issues, is to build a state-of-the-art wellness center on university property that would be owned, financed, and operated through a 50-50 partnership between the university and the hospital.

The wellness center would house all but critical-care rehabilitation activities of the hospital along with parts of the university's physical therapy, occupational therapy, and nursing programs. It would also create opportunities for joint research projects, new academic programs (sports medicine, for example), and memberships for employees of Crossroads Alliance institutions as well as area residents.

In sum, 20 years ago Maryville's future was unclear and its endowment nonexistent. Now our future, while not without challenges, seems secure, and we enjoy a $42-million endowment. Without doubt, a major reason for this difference is the partnership established

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in the early 1980s between Maryville University and Maryville Centre, which matured in 1992 into Crossroads Alliance.

The alliance's continuing success is due to two things: the shared vision and the mutual commitment of the leader of each member of the alliance to look beyond self-interest and recognize the value of collaboration to the community as a whole. It helps as well that we enjoy good communication among neighboring organizations, share knowledge of available resources, and give public recognition to each partner's contributions. All of this is what we attempted to capture in our mission statement, which is reproduced below.

Crossroads Alliance

Mission Statement

The entities comprising the Crossroads Alliance (Maryville University, Maryville Centre and St. Luke's Hospital) agree to take advantage of each other's adjacency in order to work together in a synergistic fashion for the betterment of each individually, the group as a whole, and the larger community we serve. We agree to seek opportunities to work together through the coordination and sharing of various physical facilities as well as through joint policy development, programs and activities. We further resolve to communicate the fruits of these endeavors to the broader St. Louis community in the hope of becoming a model for other corporate, educational and not-for-profit partnerships.

Keith Lovin, President
Maryville University

Edward T. Baur, Chairman
Baur Properties, Inc.
Developer of Maryville Centre

George L. Tucker, M.D., President and CEO
St. Luke's Hospital

Dr. Keith Lovin has been president since 1992 of Maryville University of St. Louis, an institution of 3,060 students. ■

Pragmatic Planning

Adapting a model strategic planning philosophy to a small college's unique needs

By Dr. Roger H. Martin
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Randolph-Macon College
Ashland, Virginia

veryone these days does it. But few do it well.

Since the mid-1980s, when "strategic planning" became the rallying cry of accrediting agencies across the country, virtually every college and university in America seeking reaccreditation had to demonstrate some level of activity on the strategic planning front. However, because change in the academy has often been an irrational and sometimes confused process, planning has never been one of its stronger suits.

Of course, colleges and universities can no longer just evolve out of confusion. Our advanced technological society is undergoing seismic upheavals, and colleges and universities, like for-profit institutions, will go out of business if they do not make well-thought-out choices for the future. The purpose of this essay is to outline a very simple strategic planning model, invented more than a decade ago by a liberal arts institution in New England, which has been successfully assimilated by at least two sister colleges. The so-called Connecticut College Model is well worth knowing about.

The concept

he problem with strategic planning in the academy is two-fold: Either the process is so convoluted, complex, and long-winded that few people on campus understand it, or the plan itself is benign or ineffective because it is not linked to the budget. Either way (and sometimes both situations apply), the results of strategic planning can be minimal.

I was president of Moravian College in Pennsylvania, where strategic planning had indeed been episodic and erratic, when I first learned about the Connecticut College Model. Under the gun from the Middle States Association of Colleges and Schools to produce an effective strategic planning strategy in preparation for Moravian's 10-year review in 1997, we formed a committee to search out the best small-college strategic planning model in the United States. Members of the committee visited several colleges, but Connecticut College's strategic planning process, around since 1988, caught their eye. And for good reason.

The virtue of the Connecticut College Model is its elegant simplicity. It is based on four straightforward premises, namely that:

1. planning should be inclusive, initially involving the entire community;
2. strategic goals should be clearly defined, open, and measurable;
3. the planning cycle should be no more than five years; and
4. perhaps most important, the strategic plan should be linked to the budget.

The Moravian College planning committee adopted these four basic premises and, following closely but not completely Connecticut College's planning process, developed a five-year strategic planning technique that is still in operation today.

To my great disappointment, I never saw the Moravian plan in action because after serving the college for 11 years, I left in 1997 to become president of Randolph-Macon College in Ashland, Virginia. But ironically, when I arrived at Randolph-Macon, it too

Colleges and universities can no longer just evolve out of confusion

was under pressure from its accrediting agency to revisit strategic planning. Randolph-Macon's strategic plan was weak, the Southern Association of Colleges and Schools said, because it was not effectively linked to the budget. I immediately jumped at the opportunity and, borrowing from my experiences at Moravian, adopted the Connecticut College Model for my new college.

What follows is an outline of how the Connecticut College Model has worked at Randolph-Macon since my arrival in 1997. In doing this, I want to stress that what really matters is the Connecticut College Model's four-point philosophy, not the details of its operation, which will vary from campus to campus. Indeed, the beauty of the Connecticut College Model is that it can be modified to work at almost any small college.

Developing the plan

When I arrived in Ashland, Virginia, in July 1997, I immediately began working on the first premise of the Connecticut College Model by canvassing the thoughts and ideas of the entire Randolph-Macon College community. Of course, I had my own preliminary vision for the college already. But I wanted to know what others thought before I weighed in with my own viewpoint. And so, mid-summer, I sent out a survey to faculty and staff, students, alumni, parents, and community leaders asking them, via five simple questions, to share with me their vision for Randolph-Macon.

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I also created a Strategic Planning Committee (SPC), chaired by the dean of the college and made up of four elected members of the faculty and four administrators appointed by me. The committee's charge was to consult with the entire college community and then, along with me, create a strategic plan composed of a limited number of measurable goals that we could accomplish over five years. When the committee finished its task, it would go out of business, to be recreated five years hence when the next planning cycle began.

The SPC's immediate challenge between the fall of 1997 and early 1998 was to assimilate the results of the community survey and then, using this material, organize community conversations to which everyone—including faculty, staff, students, and even hourly workers—would be invited. These meetings were informal and scheduled at times that would not only accommodate busy faculty and staff but also draw in students. The dean of the college chaired the meetings.

By February1998, the SPC had gathered enough community information to begin drafting an initial strategic plan. Drawing from the survey and ideas issuing from the community planning meetings, 10 very general themes began to emerge that captured a sense of the community on various college-wide issues. These themes, in fact, were the progenitors of the five goals that would eventually define the final strategic plan. They dealt with matters as far ranging as curriculum reform, academic and community environment, facilities needs, technology, marketing, and financial management. Like all documents created during the planning process, these themes were made public on the college's Web page and in the student newspaper. Nothing was hidden from the community.

On March 4, an all-college "town meeting" was held to which everyone was again invited. The college literally shut down for the better part of a day. Using an outside facilitator, we discussed and debated the 10 themes publicly. There was plenty of positive but sometimes spirited conversation, and several modifications and additions were suggested.

I made it clear at this meeting that neither the faculty nor the community as a whole would be responsible for defining the final plan. This would be the job of the Strategic Planning Committee and me, all of whom were present and taking notes. I also told those present that the themes, or goals, that were surfacing from the community discussions and my own still closely held vision for the college would eventually have to converge. I wanted to make it clear from the outset that presidential leadership was a very important part of the planning process.

Finally, I said that there would there be no up-or-down vote at the end of the process. This was an inclusive effort in which everyone's voice would be heard. The SPC, the president, and ultimately the board of trustees would make the final decision.

Following this community meeting, the SPC began work in earnest. During the week of March 16, the committee met in my home to boil down the 10 themes into a limited set of goals—with goal defined as a strategic concept that affects the entire community, such as "improving student quality and campus climate" or "enhancing the teaching and learning environment of the college." Limiting the goals to a manageable number kept faith with the Connecticut College Model.

As a result of the meetings in my home, we crafted a rough first draft of five clearly articulated strategic goals. I say "we" because at this critical point, I began to share my own vision for the college with the Strategic Planning Committee. This vision, I should add, had been significantly modified by the community discussions I had heard since the planning process began. The committee members and I did not initially agree on all points, but in the end we were able to achieve consensus. By that I mean that both they and I had to compromise.

On March 25, the SPC held a second community meeting to further air the five goals. The goals were clarified and refined, though not substantively changed. Unfortunately, faculty attendance at this meeting was relatively low, which worried several members of the committee. But I knew from the Connecticut College experience that even though at the beginning there are many skeptics who question the value of strategic planning and choose not to participate, the situation changes dramatically when the final budget reflects the priorities of those who were actually involved. As is the case with most changes at a small college, it takes one successful planning cycle to finally get everyone's attention and involvement. The second draft of the five goal strategic plan was in hand by early April.

The SPC's next challenge was to make the goals operational by breaking them down into several initiatives and eventually breaking the initiatives into activities. These initiatives and activities had to be assigned not only a metric, by which progress could be measured, but also an accountable person who would be responsible for implementing them. Since these concepts are such an important part of the plan, let me better define them by using illustrations drawn from the actual five-year strategic plan that the Randolph-Macon Board of Trustees eventually adopted.

If a goal is a strategic concept, an initiative describes a specific course of action designed to contribute to achieving the goal. Thus, if a strategic goal is "to improve student quality and campus climate," an initiative might be "to raise the academic profile of freshmen and keep them at college" or "foster an environment that promotes academic excellence and curiosity."

I wanted to make it clear from the outset that presidential leadership was a very important part of the planning process.

Faculty participation in the budget process had been limited to a Committee on Resources and Plans that reviewed only the academic side of the budget.

An activity is a discrete action with a clearly defined outcome that fulfills an initiative. Consequently, if the college is "to raise the academic profile of freshmen and keep them at college," two activities might be "to increase the size of the applicant pool" and "to reduce freshman attrition."

A metric for the first activity might be to increase the size of the applicant pool from 2,000 to 3,000 by the end of the five-year planning cycle. A metric for the second could be to reduce freshman attrition from 15 percent to 10 percent over the same period of time.

Finally, an accountable person, assigned the responsibility for implementing these two activities, might be the dean of admissions for increasing applications and the dean of students for reducing freshman attrition. In both instances, the accountable person is given wide scope as well as adequate funding to achieve the metric assigned to the activity.

To brainstorm possible initiatives (creating the activities and metrics and assigning accountable people would come later in the process), in early April the SPC asked the community to join one of five discussion groups, each centered around a goal. To assure continuity, a member of the SPC chaired each of these discussion groups, but otherwise anyone in the community could once again participate. Each group was also assigned a trustee liaison as a way of bringing the board more directly into the planning process. These trustee liaisons did not attend every meeting of their assigned discussion group, but the "scribe" of each group was required to share the minutes. Trustee liaisons were then encouraged to contact the SPC and me if they had concerns about any of the initiatives being proposed. The concerns were few.

These discussion groups were encouraged to "think outside the box" and not be concerned about cost issues. This they did with abandon! Each group came up with many initiatives, some absolutely outrageous, others very reasonable. The SPC, meeting with me, then took these proposed initiatives and selected those they thought would best achieve each of the five goals. Again, the Strategic Planning Committee and I, not any other group on campus, had the authority to make these decisions.

It took longer to refine the strategic plan than we had planned (exam week did not help). But by May the goals, along with many of the initiatives, were in good enough shape to be provisionally shared with both the faculty and the board just in case there were significant objections to the direction in which the planning process was going. No objections were raised by either group.

Implementing the plan

aving developed and refined the core of the strategic plan during the 1997-98 academic year, our only remaining task was to link it to the college's 1999-2000 budget process. This would be accomplished during the fall of 1998 and early 1999.

In past years, the budget had been painstakingly constructed line by line by the president's cabinet, a group made up of key administrators and an elected faculty representative. Apart from the faculty representative, faculty participation in the budget process had been limited to a Committee on Resources and Plans that reviewed only the academic side of the budget. As I pointed out earlier, there was no formal connection between the strategic plan and the college's budget process. It was now time to correct this omission.

At the first fall faculty meeting in September 1998, I announced the creation of a new committee that would have joint responsibility for the strategic plan and the budget. The Planning and Budget Committee (PBC) would be made up of four appointed administrators (including the dean of the college and the treasurer) and four members of the faculty, elected in the fall for a four-year term with a staggered schedule for replacement. Since the PBC was advisory to the president, I would meet with the committee only when it or I requested such a meeting. The PBC would have three principal responsibilities, namely:

- to create annually and recommend to the president a balanced budget for the following fiscal year into which the strategic plan is integrated;
- with the aid of the goal teams who report to the PBC (see below), to monitor the strategic plan by approving and overseeing initiatives and activities, including the metrics recommended to measure progress; and
- to update and annually review all aspects of planning and budgeting, taking into account environmental changes and, when necessary, modifying the plan.

The faculty had mixed feelings about this committee. On the one hand, it gave them a significantly larger voice in the overall budget, and this was applauded. On the other, the committee could recommend to the president the fate of current programs and personnel that did not fit into the strategic plan, and not everyone was sure about the wisdom of giving any college committee this much power, even one that enjoyed significant faculty representation.

October was now upon us, and the board meeting was to be an occasion for trustee approval of the strategic plan and at least the five goals. To this end, a full-day retreat on campus was organized, facilitated by the same person who had led the all-community town meeting the previous March.

The board gathered. At separate meetings on the morning of the retreat, members of each trustee committee reviewed the goals pertaining to their area of responsibility. Then in the afternoon, the full board, the newly elected Planning and Budget Committee, and the soon-to-be discontinued Strategic Planning Committee met as a group for a comprehensive review of the plan.

To the great surprise of the facilitator and me, the groundwork for this culminating meeting, including early board participation via the trustee liaisons, had been so thorough that there was hardly any dissent. The board unanimously approved the strategic plan, including provisional initiatives, and agreed that final details would be ratified in February so we could get on with implementation. It was also on this occasion that the Strategic Planning Committee went out of business. The Planning and Budget Committee was now in the driver's seat.

To complete the details of the strategic plan, the newly elected PBC created five goal teams that began meeting in early November. The goal teams had four responsibilities. These were to:

- further refine the goals and initiatives by designing a manageable number of activities that would achieve each initiative;
- recommend to the dean of the college and me the persons or groups who would be accountable for implementing the goals via their initiatives and activities;
- recommend a metric to measure progress in achieving the initiatives and activities during the five-year planning cycle; and

Not everyone was sure about the wisdom of giving any college committee this much power, even one that enjoyed significant faculty representation.

- continue to monitor the goal assigned to them throughout the five-year cycle and then report results to the PBC.

The dean of the college and I appointed the goal team members, who included people in the community with expertise in the various goal areas.

Simultaneous with the work of the goal teams, and during the fall term, the PBC began work on the regular budget with the vice president of finance as chair (more on the budget process below). Once preliminary work had been done on the budget, the PBC began the process of prioritizing the strategic plan for implementation. First, in consultation with me, the committee approved (or rejected) activities and metrics that were beginning to emerge from the goal team discussions. Then it determined which of these initiatives and activities would be implemented at the beginning of the five-year planning cycle and which would be accomplished later.

What do group members think inflation will be, and what effect might it have on the budget?

Following the example of Connecticut College, which each year creates a six-figure budget item for strategic plan implementation, I strongly recommended identifying from external sources a similar "venture capital" fund to help get critical parts of the strategic plan off the ground. This recommendation came with an understanding that the strategic plan, in whole or in part, was not an add-on but in time would have to be fully integrated into the college's budget. In other words, some older line items that did not fit the plan or that had become redundant would eventually have to go. But without start-up monies, I feared that immediate implementation of the strategic plan might be compromised.

By January 1999, the strategic plan with goals, initiatives, activities, and metrics in place—was complete. This plan, together with a request for $242,000 in start-up funds, was submitted to the board at its February meeting. The plan in its entirety was unanimously ratified. We were off and running—except for one final refinement to the planning process.

In the fall of 1999, after I finish writing this essay, we will create an "environmental scanning group" made up of faculty, staff, and trustees with expertise in forecasting the future. The group will research some tough issues that could easily jeopardize the strategic plan. For example, what do group members think inflation will be, and what effect might it have on the budget? Will healthcare costs rise at double-digit rates, as they did with great devastation to college budgets in the early '90s, and what effect might this have on the plan? What are the demographics for recruiting new students? What local threats or opportunities do we see affecting the college?

This group will report its findings directly to the PBC and me so that if we have to make adjustments to the plan, we can make them in a timely manner.

The cycle

nce the planning process was in place and the plan itself was approved by the board, we developed a six-step planning cycle, in large part designed by the PBC.

Step 1: Early fall. Following the end of each fiscal year in June, the PBC will publish a progress report on the strategic plan to show which initiatives and activities have been accomplished in the previous year and which have not. Metrics are used to gauge success or failure.

This progress report then becomes the subject of a retreat held in early fall and attended by the president, the PBC, and the chairs of the goal teams. Based on the findings of the progress report, we discuss and finalize initiatives and activities approved by the board the previous February and budgeted for the current academic year. If, in light of past experience, an initiative or an activity now seems unrealistic or impractical, it is dropped. If a metric is unduly optimistic (or not optimistic enough), it is modified. If the board, the environmental scanning group, or the president have last-minute concerns, these are taken into consideration.

The results of this retreat, including the progress report from the previous year and the final list of initiatives and activities to be pursued during the current academic year, are published on the college's Web site. This way everyone in the community understands where the college has been and what it now plans to do.

Step 2: Fall to early February. The PBC, chaired by the financial vice president, meets to plan the next year's budget. Benchmarking data are studied and discussed. Financial and strategic parameters are set. The group learns from past experience and listens carefully to ideas or concerns that have been expressed from time to time by members of the community, including the president, the board, the goal teams, and the environmental scanning group. Then the strategic plan's initiatives and activities are prioritized for the next (as opposed to the current) academic year, and metrics are confirmed or recalibrated. If necessary, a venture capital fund is either raised from external sources or provided for in the regular budget.

Based on this work, the college's senior staff budget officers are provided with guidance they can use to develop proposed budgets in their respective areas of responsibility. When the work of these budget officers is completed, the PBC then constructs the new budget for recommendation to the president. The president either accepts it or returns it to the PBC for further consideration.

Step 3: February. The president recommends to the board the final budget and the strategic planning initiatives and activities for the following year. After board approval, senior staff budget officers are informed of the strategic parameters and financial targets within which they are expected to operate their departments. Operational details of the strategic plan's initiatives and activities are finalized at the fall retreat.

Step 4: April. Goal teams continue to monitor current-year progress of their assigned goals and report their findings to PBC.

Step 5: May. The board reviews the progress of the strategic plan for the current year and discusses concerns with the president. The faculty elects a new member of the PBC (replacing the member rotating off committee).

Step 6: Summer. The environmental scanning group does its work.

Then the cycle begins again, starting with a progress review at the end of the fiscal year and the fall retreat (going back to Step 1 on previous page).

At the end of five years, with the cycle completed, the Strategic Planning Committee will be re-constituted. The planning process will then begin anew.

The planning process is modified as the planning and budget committees and the presidents discover more effective ways of doing business.

A final word on flexibility

tudying the way Connecticut College has used its own model, one notices that its planning process has evolved over time. This also happened at Moravian, and it will no doubt happen at Randolph-Macon. At all these institutions, the planning process is modified as the planning and budget committees and the presidents discover more effective ways of doing business. Nothing is set in stone!

Similarly, each five-year plan is flexible. It is probably not a good idea to modify or change the five-year goals and initiatives constantly. But, should unforeseen opportunities or threats arise, it would be foolish not to make modifications or, in some extreme cases, to drop the plan altogether.

I hope that other colleges might find the Connecticut College Model as helpful as I have.

Dr. Roger H. Martin is president of Randolph-Macon College, which has 1,100 students in Ashland, Virginia. ■

Extending an Invitation to Tomorrow

How integrating technology throughout a college led to transforming change

By Sister Mary Andrew Matesich, O.P.
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t all started because of Jimmy. His fifth-grade teacher assigned him the colony of Georgia for his research project and instructed him to use at least three reference sources. When Jimmy announced this at the dinner table, Dad offered to take him to the public library. They spent about an hour there, but Jimmy was not impressed with the books they found. Dad persuaded him to take the books home anyway, sure that Jimmy would find what he needed if he devoted some time to reading. Then Jimmy disappeared upstairs to his room.

Three hours later he came pounding down the stairs calling, "Dad, I found just what I need for my paper!"

Dad commented that the books must have been helpful after all.

"No, Dad, the books were completely useless. But I got on America Online and found a bulletin board for American history. I posted a note that I was in the fifth grade and had to write a paper on Georgia and asked if anyone could help me. A professor from the University of Chicago replied that he had a lot of letters, newspapers, and diaries from colonial Georgia. He offered to send me the file electronically if I wanted it. I got great stuff, and my paper is almost finished!"

In 1993 this was an unusual tale. When Dad, an Ohio Dominican College vice president, reported with pride on what his son had been up to, I realized that we had only seven years to get ready for Jimmy. The faces of several of our faculty flashed before my mind as I imagined how they would react to Jimmy's research methods. Many faculty members had never sat down at a computer.

Then and there, Ohio Dominican College set out to transform itself. To be ready for Jimmy and his peers when they arrived in the year 2000, our faculty had to harness technology for teaching and learning.

I realized that we had only seven years to get ready for Jimmy.

The Five M's of managing change

o be a successful small-college president is to be an expert at managing change. Over the years I have adopted the following Five M's as my checklist in embarking on any change process. So when we were contemplating the major challenge of getting ready for students like Jimmy, we asked ourselves:

- Is the potential change rooted in the **mission**?
- Will the change process fit our **milieu**?
- Does it speak to the needs of the **market**?
- Is it consistent with the formal and informal **message** we wish to convey?
- What about the **money**?

Ohio Dominican's **mission** grows out of our Dominican motto: to contemplate truth and to share the fruits of this contemplation. Our mission statement refers to the technical progress, new human insights, and searching questions of the (then) coming 21st century.

It speaks of the expanding horizons of an unknown future. It clearly supports the proposed change of the sort we needed to be ready for students like Jimmy.

Ohio Dominican's **milieu** encompasses its location, history, sponsorship, and campus culture and values. The college is located in Columbus, a global information center and the birthplace of Chemical Abstracts, OCLC, and CompuServe. The college's sponsorship and long history of partnership with the Dominican Sisters of St. Mary of the Springs, a teaching order, give us our focus on student learning and development.

Our campus culture has been described as friendly, helpful, dedicated, hard-working, challenging, and religious. We are collaborative, nurturing, flexible, student-centered, personal, and mission-driven. The background of most of our faculty is not technology-oriented. We had to take all these factors into consideration as part of this change process.

We asked employers and community leaders what skills were missing in the college graduates they were hiring

The Ohio Dominican student body is diverse in age, ethnicity, religion, national origin, and prior educational experience. Almost all are from either Ohio or from a foreign country. Four-fifths are commuters. Many are first-generation college students with high financial need. Our **market** is not the traditional residential constituency of many of our peer institutions.

Ohio Dominican conveys its formal **message** through our curriculum, so any transformation we were to undertake had to serve the curriculum's values. The informal message we always wish to communicate is personal, student-centered, caring, and collaborative. Thus concerns about possible depersonalization through technology had to be faced.

Finding **money** for change is always a major task, and the job of transforming ourselves technologically was no exception. Our 1993 endowment of only $4 million would not support the continuing investment we needed to make.

There was much in the five M's that supported the proposed change and helped us approach it. There were also potential barriers that we had to anticipate and overcome.

Getting a vision

ur senior leadership had periodically discussed installing a network to link all the computers on campus. My question always was, "Exactly what are we going to do with it?" Not until we had a vision was I willing to seek the funding to make this happen.

Prompted by Jimmy, we sought input from trustees and others. We asked employers and community leaders what skills were missing in the college graduates they were hiring today. Computer skills were a given. But also near the top of most lists was the ability to work effectively with others in self-directed teams made up of diverse individuals. We decided to be intentional about developing this critical workplace skill as part of our vision.

Early in 1994 we articulated the following vision:

1. To radically transform teaching and learning in light of
   - what our students will need to know and be able to do in the 21st century,
   - contemporary developments in learning theory and cognitive psychology, and
   - modern information technologies.
2. To remove barriers of time and space from learning.
3. To build collaborative skills among students and personnel.

The next step was to share our vision and identify the steps needed to transform it into reality. We invited a consultant to campus late in January 1994 to meet with senior

administrators, key trustees, faculty, and staff. Since he was convinced we were ready to move, we invited him to our January board meeting to share his findings. The chair of the educational affairs committee recommended that our administration be authorized to develop plans to achieve the vision. The board instructed us to incorporate into the plan a realistic replacement schedule for hardware and software, to be funded out of the operating budget.

Planning to make it happen

n spring of 1994 the college took several detailed planning and organizational steps. We created a new division by pulling together academic computing, administrative computing, the library, the media center, phone services, and academic support programs. The primary mission of this new Division of Learning and Information Services was to serve learning. Our director of media agreed to lead the division; his strong record of service to faculty and their confidence in him was critical to our success. His selection signaled that this project was about faculty development, not primarily about technology. As a further symbolic gesture, we placed the new division under the academic vice president.

After asking the campus community to help us identify a common set of software so we could standardize, we carried out technical planning for hardware and software. Because we had a vision and knew our market, we chose *not* to wire the dormitories at this time. Fewer than 20 percent of our students live on campus, so wiring dorms would not move us forward in transforming teaching and learning. This is one example of the way our vision helped with technical planning.

Our financial plan included refinancing some bonds and accumulating additional debt to create the campus's digital infrastructure. We began the painful but essential process of budgeting for replacements on a schedule of three years for desktop computers, four years for software and printers, and five years for servers and other items. Funding depreciation on technology investments in this way required the ongoing commitment of the vice president for business affairs and the board's finance committee.

However, these steps, necessary though they were, would not transform teaching and learning by themselves. Teaching and learning are done by people. The most important part of our planning concerned how to enable and inspire faculty to think in new ways and do things differently.

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Putting faculty first to put learning first

ack in 1994 Ohio Dominican's 40 or so faculty members had limited experience with computers. Because many felt intimidated by their students' technological expertise, we needed to provide a safe place to experiment. The result was the "faculty playroom." This small room in the library was equipped with two computers, a printer, a scanner, and a plethora of help materials in print, software, and video formats. Faculty members were encouraged to come over and mess around. One of the professional staff from the library media center helped them get started.

In May 1994 we were ready to announce our vision and plans for the future. Much thought went into this event; after all, we were about to tell a faculty justly proud of its teaching and student service that it had to change.

We decided to call the process the Invitation to Tomorrow. Our strategy was to carry out the change process by enablement, encouragement, positive incentives, and rewards. No one would be compelled to participate.

We also decided on the point at which we would deem Ohio Dominican a success at moving from a focus on teaching to a focus on student learning: when we had transformed at least 60 percent of our courses. Thus we did not need to get caught up in converting a small number of resisters.

During the first week of classes in May I invited all members of the campus community to gather for a special announcement. Virtually all the faculty and staff came, along with a number of students, an audience of about 300. I made a brief presentation encouraging all to respond to the Invitation to Tomorrow. Then we asked attendees to join one of five breakout groups where they could ask questions of and make suggestions to the group leaders, who were senior administrators and key faculty. In this way we hoped to capitalize on enthusiasm, reduce anxiety and rumor, and provide information people needed to get ready for change.

From the initial faculty enthusiasts, the academic vice president identified a team of four to take to a weeklong conference for liberal arts colleges. The team returned with a plan to proceed with two critical tasks. First we would engage the faculty around the team's initial draft of the competencies that all our graduates need to succeed in the new millennium. And we would provide presentations, visits to other campuses, conference attendance, and reference materials on recent findings in cognitive psychology and learning theory. The team realized that most faculty members were scrambling to keep up with developments in their own academic disciplines. We had to also make it possible for them to learn what is being learned about learning.

Beginning implementation

o finance our plans, we prepared a proposal for a learning center and faculty development to submit to the U.S. Department of Education for a five-year Title III grant. Much to our delight, we received word in July 1994 that we were recommended for more than $1.5 million in funding. This grant would transform teaching and learning through the Invitation to Tomorrow; provide critical support for our library to join OhioLINK, the virtual academic library of the state of Ohio; and make possible many faculty development opportunities.

Originally included in the first-year Title III budget were networked desktop computers for all full-time faculty. However, it turned out that Ohio Dominican was tied with another institution for the last grant available in the 1994 competition. Because the Department of Education decided to split the grant between the two of us, we got only half of what we had requested the first year.

As it turned out, this was the best thing that could have happened to us.

To help us choose the faculty members who would receive the computers in the first year, we devised an application procedure. As part of this, we asked them to be part of an Invitation to Tomorrow work group, led by members of the faculty planning team from the prior summer. Work groups met weekly to carry out four tasks assigned by the academic vice president:

To help us choose the faculty members who would receive the computers in the first year, we devised an application procedure.

- envision what our graduates should look like for the 21st century;
- ask how our students would get there, with a focus on our students as learners;
- identify what learning strategies would be needed throughout the curriculum; and
- explore how information technologies could support these competencies and address our students' multiple learning modes.

Faculty members who participated in the Invitation to Tomorrow groups received the first networked computers as well as many opportunities to learn about learning. We were able to stretch our funding to get computers for everyone who applied, about half the full-time faculty. If limited funds hadn't forced us to use an application process, we would not have had nearly the leverage we did for encouraging faculty to attend to the needed tasks.

Three pioneering applications

Three substantive curricular changes came out of the work of the Invitation to Tomorrow groups in that first year.

Our English faculty designed a new freshman sequence to be taught in computer classrooms. The move encouraged several changes. For example, beginning students learned word processing and digital presentation and research skills right from the start. Professors were able to transform their approach to teaching writing as a process because students could do some of their writing in the classroom. Faculty also moved strongly toward a collaborative model, with peer reviewing and critiquing. Our digital classrooms, which are designed to support this model, have received national attention because of the way they serve our vision to transform teaching and learning.

Humanities core faculty embraced the opportunity to move background material for student readings from large-group lectures to a digital presentation and tutorial format. This freed up class time for discussion and analysis of the classical texts that form the heart of the program. Because humanities and English composition courses make up half of a typical freshman's load, this change immersed beginning students in new ways of learning and prepared them to use these skills in their subsequent courses. If faculty hadn't made the conscious decision to introduce these changes early in students' college careers, professors would likely have introduced the technology applications in advanced courses in major fields. This not only would have forced them to teach digital skills along with content, but it would also have reached relatively small numbers of students.

Members of our teacher-education faculty responded enthusiastically to the early opportunity to transform teaching and learning and so continue to be leaders in our efforts. They moved quickly to integrate new ways of learning into all their major courses. Today elementary, secondary, and special education teachers from Ohio Dominican are sought after for their ability to harness technology for student learning.

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Continuity of leadership

ust as the Invitation to Tomorrow was developing real momentum, our academic vice president was named to a college presidency. At this critical juncture we had to search for a new academic leader.

The new academic officer had to be committed to improving student learning and capable of leading a change process then in its early, fragile stages.

Because we had just begun a major transformation requiring a skilled change agent, our needs were complex. The new academic officer had to be committed to improving student learning and capable of leading a change process then in its early, fragile stages. Change agents typically want to create their own vision. Ohio Dominican already had a vision and a direction; we needed to bring them to reality. A trustee remarked that of 20 candidates who would be fine academic leaders in small liberal arts colleges, perhaps only one would be suitable for Ohio Dominican.

Accordingly, the board's education committee recommended that we make use of a search firm. We appointed a search committee of the usual constituencies. A human resource expert from a trustee corporation helped our faculty understand how a search firm could indeed assist us. The search consultant we hired did a superb job of identifying the strengths and opportunities of the college and the position. The successful candidate was a person whose change-leadership skills, experience in learning and technology, and interest in our mission were a good match. Bringing this person to Ohio Dominican was a critical step for the Invitation to Tomorrow. The entire change effort could have dissipated had we selected the wrong person.

During the transition period, the Invitation to Tomorrow relied on our director of learning and information services. Fortunately he was a respected leader able to maintain the momentum of the faculty change process and administer the Title III grant in an exemplary manner.

Setting priorities

t's a great challenge for a small college to provide adequate staff support for faculty engaged in experimenting with learning and technology. To meet that challenge, we have invested in people as a means to grow our own leadership. We have also developed clear priorities each year to help learning and technology support staff manage competing requests.

In the early years of the Invitation to Tomorrow, we sought to help a broad cross-section of faculty learn to use digital tools and support the development of applications that would affect the entire freshman class. We chose to stress the application of powerful productivity tools that could be applied in many academic areas. Thus, we focused on mastery of word processing, presentation software, spreadsheets, databases, and communication software.

Subject-specific and course-specific software were of lower priority. Faculty could install these on specific PCs and experiment with their classes. However, this software was not put on the network and support staff were not available to provide individual assistance. Making our highest priorities clear helped staff manage the workload. Although some faculty members would have liked more help with pet projects, they understood the need to deal with our main concerns first.

In 1997 we decided to outsource training for the productivity software. Our training partner designed sessions that were function-specific rather than software-specific. For

example, a session on writing and editing would include not only word processing software —but also importation of materials from the Internet and use of data from spreadsheets and databases in the written document. Many of our faculty and staff took advantage of these sessions, which were conducted on campus. Outsourcing this training was a significant relief for our small staff.

More recently we have placed major emphasis on helping faculty learn to develop their own courseware. In the summer of 1999, 17 faculty received training, individual consulting help, and summer pay to enable them to prepare Web-based modules for courses to be taught the next year. These modules use the college's designated standard courseware platform. Faculty who complete the program are now able to develop significant distance-learning modules with a minimum of help and can assist other faculty with these applications. This is particularly important because our Title III grant is ending and funding for faculty development will decrease.

Spreading the word

e gave special attention to communicating our change message in three ways. First, we fostered electronic internal communication via what was called the "Faculty Ideabook." This online resource came about when three professors sought out teaching and learning strategies that other faculty members were trying in their courses. The team developed a simple template to describe these, including e-mail links, and posted the information electronically as the Ideabook. This supplemented informal communication, workshops, and meetings in helping faculty keep up with changes initiated by their peers.

Another communication task concerned our admissions staff, who in order to market the college needed to understand the new ways in which technology was helping Ohio Dominican students learn. So training has now become an integral part of orientation for new admissions counselors. They visit classes where the Invitation to Tomorrow has changed teaching and learning and interview faculty and students about the experience.

Because external constituents who send us students, support our programs, and hire our graduates also need to hear the message, we also provided a series of Invitation to Tomorrow presidential briefings. Among those invited to these luncheon meetings are employers, donors, school counselors, teachers, community leaders, and friends.

Training has now become an integral part of orientation for new admissions counselors.

Encouraging collaboration

n 1995, Ameritech asked the Ohio Foundation of Independent Colleges to design a program to introduce private liberal arts faculty members to digital technologies. Two representatives from Ohio Dominican played a key role on the planning committee—so key that OFIC adopted our Invitation to Tomorrow title. The ongoing Ameritech program consists of four summer workshops each year that draw faculty from some 20 colleges. Ohio Dominican has presented one of the workshops each summer. Our faculty members participate in the on-campus workshop as well as in those at other consortium colleges.

Because this collaboration brings together faculty peers from many colleges, our faculty have learned and shared much with their colleagues. The reaction of visitors from the other colleges to Spangler Library, home of the Division of Learning and Information Services, has helped our people realize how far we have come and how effectively the

Invitation to Tomorrow initiative is structured to support learning. This has increased our pride and confidence in what we are doing.

Rewarding, respecting, and attracting faculty

ive years into the Invitation to Tomorrow, we continue our strategy of respecting and rewarding faculty. Professors who significantly change teaching and learning are rewarded with released time, summer pay, consultant and technical support for priority projects, travel money for conferences on learning strategies, campus and trustee recognition for their achievements, and merit pay. However, we recognize that teachers as well as students have different teaching and learning styles. No one has been compelled to change teaching and learning in any particular way. Faculty members' own judgments prevail as to what works best in their courses with their students.

For the past three years our focus on learning and technology has attracted talented young faculty to Ohio Dominican. In several cases this focus has been the deciding factor between our offer and that of a more prestigious college. These new professors bring enthusiasm and expertise, thus contributing to the overall momentum of the Invitation to Tomorrow.

Nearly all Ohio Dominican courses now employ such basic tools as e-mail and computerized library resources. More than half use other applications that considerably enhance learning. About a third of our faculty are engaged in supporting learning in ways that would be impossible without technology. This is where the real transformation of the Invitation to Tomorrow is taking place.

Clues to cultural change

ne sign that transformation has occurred is that the "new" becomes invisible. People are no longer aware of the change. They have forgotten how they did things before. The new way is now a normal condition of living and working.

Our academic vice president recently interviewed two faculty members about their use of technology for teaching and learning. Neither is a highly visible technology leader who's known to be doing flashy things in courses. Yet in both cases learning and teaching have been transformed.

Faculty members' own judgments prevail as to what works best in their courses with their students.

When Professor A was asked how she was using technology, she responded, "Just the usual things. Nothing special." Pressed for details, she described using e-mail, accessing electronic library and reference resources, having students work with our standard statistical software in lab reports, and posting materials for student use.

"Oh, and then there's the collaborative research project," she said, describing a common psychology research database maintained at another college. The database provides several standard survey forms in different topic areas. A student chooses a form, administers it to 10 to 20 subjects, submits the results to the database, and receives in return hundreds of survey responses accumulated by students at other colleges using the same instrument. This gives a large body of responses, a "real-world" set of data that the student can then analyze and interpret. Nothing special, perhaps—but still a vivid example of learning in a totally new way.

Professor B also responded that there was nothing special about her technique—though then she added, "Oh, but I am really worried about one of my students. She lives 50 miles from campus and comes for the scheduled class once every two weeks. But she can't get here in between to use the computers and has no computer access from home or work." When asked why this was a problem, Professor B explained that she uses just the ordinary things, such as e-mail, listservs, and other electronic resources. But students post to the listserv their progress on all class projects and respond to one another's postings. Because the postings form the basis for class discussions, the student who lacks access misses out on learning.

Neither of these professors was initially conscious of the extent to which they had changed. They took the change for granted. This is transformation.

Mission and community outreach

ecause our mission calls upon us to share what we have learned, Ohio Dominican has taken on several good causes within the college's ZIP code, 43219. For example, we provide extensive academic support for urban middle and high school students through Village to Child, Upward Bound, and Educational Talent Search. Three afternoons a week throughout the school year, Village to Child enables neighborhood children to use our computers for learning. College students and faculty extend the Invitation to Tomorrow to young people who would otherwise have no technology access—a worthwhile effort, given that these children need to be ready to compete with Jimmy and others who enter college in the year 2000.

The partnership between the Invitation to Tomorrow and our outreach activities has attracted community attention and financial support for both programs. Participation encourages college students to consider becoming teachers. Just as faculty members are the secret to Ohio Dominican's success in the Invitation to Tomorrow, good teachers will make the difference for urban school children.

Change's impact on students

he Class of 1999 was the first graduating class to experience the Invitation to Tomorrow as entering freshmen. These graduates are proficient in the skills of the digital age. They have grown in their ability to work productively in groups.

The ones whose degrees are in teacher education are in demand because they know how to use technology to help students learn; in fact, new teachers leave Ohio Dominican with their own CDs containing electronic portfolios of their projects and lesson plans. Graduates in business, computer and information science, library science, and accounting are well prepared to move directly into the workplace with technology and collaborative skills. Liberal arts and science graduates readily use many digital tools in their research and writing. And all are able to use digital resources to continue efficiently and effectively as lifelong learners.

Graduating teachers leave Ohio Dominican with their own CDs containing electronic portfolios of their projects and lesson plans.

Future challenges

y now the use of technology has become so embedded in learning and teaching that Ohio Dominican students need network access at all times and from everywhere. For the past several months a task group of faculty, staff, trustees, and experts has been working on ways to meet this need. We have concluded that all our students need laptop computers that will handle ordinary courseware and productivity tools. Classrooms need to accommodate the connectivity of student laptops. And students need to be able to reach our campus intranet from home and work.

We expect to begin the laptop project with a pilot group of students by the fall of 2000. We plan to wire classrooms with multiple network drops over the next several years. Thus every classroom will become a computer classroom. Because Ohio Dominican is committed to serving many students with high financial need, our challenge is now to find the resources to fund this important laptop project.

The Five M's revisited

he Invitation to Tomorrow truly extends and embodies our **mission**. We have developed it in a way that respects and capitalizes on our culture, our location, our traditions, and our **milieu**. Our **market** of diverse students, usually their family's first generation to attend college, needs and is well served by the Invitation. Our faculty members have developed the formal **message** of the curriculum and the informal **message** of personal, student-centered, learning-centered education to this new medium. And we are managing to find the **money**. The Invitation to Tomorrow is a successful change process in part because of the five M's.

But the real success is because of our people. Now we are ready for Jimmy.

You win with people

any have contributed to this transformation. Campus leaders include Mike Bromberg, Tina Butler, Ron Carstens, Larry Cepek, Marion Cohn, Sister Catherine Colby, Jill Dardig, Darlene Erickson, Jane Evans, Anne Hall, Lynda Huey, Andy Keogh, and Jim Sagona. Critical to success have been trustees, consultants, and persons no longer on our staff: Ed Barboni, Rowland Brown, Bill Carroll, Allen Koenig, Don McConnell, Mary Lee Peck, and Bob Smith. We acknowledge special support from American taxpayers for the Title III grant and from the Ameritech, Columbus, and Teagle foundations; Wolfe Associates; and local corporations and donors.

Sister Mary Andrew Matesich, O.P., is president of Ohio Dominican College, a Catholic institution of 2,135 students in Columbus. ■

Creating the Mission-Oriented Opportunity

College transformation through purposeful pragmatism

By John E. Moore Jr.
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Too many years ago, I first read Tom Peters' and Robert Waterman's influential study of American business, In Search of Excellence. I read it again recently and I found its insights as enduring today as they were fresh when the book was first published. The literature of higher education deals broadly with strategies for achieving excellence by addressing subjects ranging from strategic planning and staff development to presidential leadership. Yet there are no definitive studies of the common denominators of college transformation and success. Nor are there agreed-upon definitions for success. It lies in the eyes of the beholder.

Every college president wants his or her college to be as successful as possible. The elements of success related to the fulfillment of mission. Among the more visible manifestations of success are achieving qualitative and quantitative enrollment objectives; fostering an appropriate and rigorous academic program and integrating it with student services; sustaining the health and strength of institutional finances; developing and maintaining campus facilities, and promoting good levels of support from the college's alumni and other friends. A common sense of purpose, collegial relationships with internal and external constituencies, and a palpable spirit of forward momentum are all signs of a dynamically successful college.

For more than a decade Drury College has moved forward along these dimensions for success. We are an independent, church-related college grounded in the liberal arts tradition. Our home campus is located in Springfield, Missouri, a thriving metropolitan center in the southwest corner of the state. Some 1,400 students are enrolled in traditional day programs that lead to bachelors degrees in 37 fields. Another 2,250 pursue degrees through our continuing education division or "evening college" and about 320 are enrolled in five masters degree programs. Our students are better than good academically, with average ACT scores in the 25+ range.

Thanks to our faculty of 120, we have created an academic program that provides students with a solid foundation in the arts, humanities and sciences and prepares them for careers in a number of professional fields. Two-thirds of our students live on campus. We have adopted a financial philosophy of not spending what we don't have. Endowment has reached $103 million, and the annual budget is about $32 million. The college's culture mirrors a shared belief that Drury is doing the right thing at the right time and the university is on the move. But Drury was not always like this.

We have adopted a financial philosophy of not spending what we don't have.

I was appointed president in 1983, the same year Stephen Good was named the vice president of academic affairs and dean of the college. Though we found that the college had an essentially sound foundation, it was barely maintaining the status quo. Drury's immediate past had been grim: A continuing saga of lost enrollment, operating deficits ($1 million cumulative), and controversies in the community. Endowment was about $10 million. There was open speculation about whether the college would survive.

And yet Drury had a number of strengths. Its regional reputation as a liberal arts college was strong. It had many loyal alumni, and its reputation for personal attention to students was well known. The college's business school (established in 1960 by the

prominent industrialist, Ernest Breech, an alumnus and trustee of the college) was also highly regarded. Capable faculty and staff were devoted to the institution and committed to Drury's long-term success. Springfield, the third largest city in Missouri, was on the threshold of major growth.

The year I joined the staff, the board of trustees emphasized the importance of building enrollment, improving our budget situation and working on capital development. Discussion about a capital campaign had begun and in late 1983 we initiated a campaign to raise $12 million for planned improvements on the campus. We also focused on recruiting qualified students and mobilized all of our staff in this priority effort.

The following four or five years were characterized by prudent and purposeful pragmatism. We faced substantial challenges: We had to develop plans to regain enrollment, raise $12 million for capital improvements, and eliminate deficit spending.

In telling our story about the college, we emphasized Drury's heritage, its strengths and what we planned to do. As part of this we met with alumni to promote the campaign. I particularly remember one meeting during my first year when an alumna questioned our plan for a new recreation center. How, she wondered, could we talk about such grand plans when there had been speculation the college might close? I told her of the vision shared by the board of trustees and the faculty. Had she pressed me for details, I would have been at a loss. I'm not sure we had a definitive strategy for Drury's future at that time.

A strategy and new mission

ike a patient in recovery, Drury's crises became less chronic and acute. We addressed immediate and tangible issues like students, money, buildings and programs. As we achieved increasing successes, our daily attention to these concerns evolved into a long-term sense of direction and purpose. Sometimes institutional visions and strategies result from pondering the future in a quiet place, but that was not our experience.

The mid-1980s found Drury, not by design necessarily but in fact, involved in continuing conversation about the future of the college. Everybody was engaged: trustees, staff, faculty, alumni, townspeople and friends from around the country. This was not something we organized. Rather it was word of mouth—something that people who cared about the college talked about with others of similar interests. Today, political spin-masters would call it "buzz."

We also focused on recruiting qualified students and mobilized all of our staff in this priority effort.

We began a planning process that was informal, low key and certainly not as all encompassing as many institutions undertake. We looked at strengths and needs and talked about major things we wanted to accomplish. We discussed what we wanted to do to be more successful. We set goals each year, after reviewing accomplishments of the prior year. Our trustees were fully engaged and provided both insight and, when we asked, hands-on help. Day to day discussions and decision making brought faculty and staff together and built a sense of teamwork and mutual confidence.

Drury was launched into transformation and the vital signs were improving. Yet we felt the need to focus our energies on a path that could distinguish the college from others of similar size, location and church-relatedness. We needed to update and refresh our mission statement. For a year we engaged faculty, staff, and students in organized discussions of mission. Stoutly debated was the appropriate balance and integration of a traditional

liberal arts curriculum with professional and career-oriented programs. The debate was constructively resolved in our revised mission statement adopted in 1989:

Drury is an independent college, church-related, grounded in the liberal arts tradition, and committed to personalized education in a community of scholars who value the arts of teaching and learning. Education at Drury seeks: to cultivate spiritual sensibilities and imaginative faculties as well as ethical insight and critical thought; to foster the integration of theoretical and practical knowledge; and to liberate persons to participate responsibly in and contribute to life in a global community.

Shared Vision and Culture

college is a community of people. It is the aspiration, energy and knowledge of the members of the community that move an institution. Shared success—coming initially in the areas of enrollment and development but also in curriculum and student affairs—enabled members of our faculty to become engaged in shaping the future. For the first time in many years, we all could see a future that was brighter than the present.

By the late 1980s, the core administrative team was functioning as a cohesive unit. This included the vice presidents for academic affairs, development, administration and student services; the directors of athletics, admission, public relations, continuing education, registration, human resources and financial aid. Faculty and other staff, participants in key decision-making through a deliberate process to involve them, felt increasingly empowered to determine the college's future. An institution with this wholesome spirit is much more likely to be successful.

Drury has been diligent in its efforts to enhance communication, involvement, and respect for individuals' abilities to do their jobs. The college was fortunate to have and build upon the loyalty and experience of a core group of long-term faculty and staff. As one success led to another, individuals noted the positive momentum of the college. This momentum is manifested in a growing enrollment, strengthening finances, in new and renovated facilities, the addition of programs and in wider recognition. Everyone likes to work for an organization that is well-regarded and moving ahead.

Along with Drury's transformation have come heightened expectations, not only for success, but also for standards of quality, for involvement and contribution, for openness and accessibility and for effective communication at all levels. Our work together in setting goals and plans has been matched by a shared commitment to achieving them.

We are in a perpetual state of improvement. We regularly gather teams of staff to visit other colleges, share those things that are working for us and gather new ideas that are transforming other institutions. Such visits not only help us hone our programs, but also reinforce the sense of shared vision that guides us.

Although it meets as a full body only twice a year, our board of trustees is deeply engaged and has been since the very beginning of Drury's transformation. The board was, after all, the first group to commit to revitalizing the college. Many of our trustees, but not all, live in the region. We communicate regularly, formally and informally. While our governance structure is clear on the primacy of the board, at Drury leadership is shared just as it is in other successful colleges. Trustees, staff, faculty and students are partners in common endeavor.

We regularly gather teams of staff to visit other colleges, share those things that are working for us and gather new ideas that are transforming other institutions.

Coming of age

In every transformation can be found salient events that define passage from one level to the next.

ily successes translate into accomplishment of objectives and goals that in turn lead to stronger institutions. In every transformation can be found salient events that define passage from one level to the next. This is as true for Drury as it is for other successful institutions.

In 1960 Drury set a precedent for itself by creating the Breech School of Business and incorporating its programs into the college's liberal arts curriculum. It created another similar program in the 1980s. Because there was no accredited undergraduate school of architecture in Missouri, in 1984 faculty and staff proposed to create, and earn accreditation for, a five-year professional degree resulting in a liberally educated architecture professional.

Helping to underwrite the new program's capital costs was a Drury trustee, John Q. Hammons, a national hotel and real estate developer who worked regularly with architects. We developed the curriculum, built the staff, and in 1990, the same year the program received full accreditation by the National Architecture Accrediting Board, opened a new facility to house the school. The success of this new school has contributed significantly to our understanding of Drury's identity as a New American College, which blends a strong liberal arts tradition with professional and career preparation in a unique way.

Support from leading foundations can also redefine an institution. Until the early 1990s, the F. W. Olin Foundation made building grants to private colleges. The foundation selected only two or three projects a year, based on competitive proposals, and funded them completely. Competition was keen. Drury had identified a new library as one of its pressing needs, and in the fall of 1985, our chief development officer and I called on the foundation's president, Lawrence Milas, at his office in New York. He interviewed us at length about Drury, but at the end of the discussion observed that while they might accept our proposal, there was little prospect of a grant because Drury was not up to the standard of the colleges the foundation typically funded.

Discouraged? No. We took this as a challenge, not only to improve the institution, but to be persistent enough to win their support. It took five years and five times through the proposal process—as Drury was improving in other ways congruent with Olin's standards. In 1990 we were notified that we would receive a building grant of $6.2 million for a new library, the largest initial grant the foundation had ever made at that time.

The significance of this grant was several-fold. First, it resulted in a beautiful, much needed library facility, which opened in 1992. Second, the Olin grant put the equivalent of the Good Housekeeping Seal on our institution. Third, the grant application process made us a stronger and better institution. And fourth, and perhaps of greatest importance, the grant contributed appreciably to our sense of confidence in what we were doing.

Sustaining success

uccessful transformation must focus on the elements of institutional endeavor that are most important to the college's future. Our goal setting and planning emphasize what we perceive as keys to Drury's institutional health.

An energetic and able admission staff leads the effort to recruit good students and increase enrollment appropriately. We are marketing seriously and have benefited from the expertise of George Dehne in determining our competitive position and strategies to become more effective in attracting and graduating students.

Our vice president for academic affairs has provided leadership to develop new programs: architecture; premedical scholars, which tracks students into medical school; a major in international business; expanded opportunities to study abroad; and graduate degrees in communication and in criminal justice. Our entrepreneurial continuing education program has earned a reputation for personal service and has grown in enrollment.

What's more, our broadening curriculum and increasing number of graduate programs prompted trustees to approve a change in our name from Drury College to Drury University.

Early in the process of transformation, Drury began an ambitious program to raise capital funds for facilities, programs and endowment. This first campaign in 1983 was launched with a marvelous $4 million gift by Bob Breech, then chairman of the board of trustees. Since then we have been in a perpetual, if at times undeclared, capital campaign. The endowment has grown from about $10 million to more than $100 million; campus facilities have been expanded and renewed. New capital funds support the operating budget through investment earnings and have enabled the board of trustees to restrain tuition increases from year to year. The result is national recognition of Drury as a high value in higher education.

We have also tracked our progress closely. We monitor student applications and the enrollment outlook carefully. We check gift revenue and endowment performance regularly. We track alumni giving, the balance sheet, investment returns and new student profiles. We monitor retention and graduation rates, among the most powerful indicators of how we are doing overall.

On the academic side, we have developed assessment programs providing information that allows the faculty to strengthen instructional programs. Less tangible, but no less important, are such measures as the recognitions and rankings we have received, the feedback we get from students and others, the surveys we conduct, and comments from the larger environment, including other colleges. We discuss these assessment indicators regularly as a part of our continued planning.

Our entrepreneurial continuing education program has earned a reputation for personal service and has grown in enrollment.

Principles for institutional transformation

s background for this article, I asked a number of colleagues to reflect on the qualities and factors that contribute to Drury's success. In considering our experience, we developed a summary of those factors we believe are making a difference. Drury's experience can serve as both a case study and benchmark for other colleges undertaking or perhaps in the midst of, transformations of their own.

The following elements, not in any order, are salient in Drury's transformation:

- A strong core of faculty members shares a deep commitment to the institution. They believe in Drury's mission and purpose. And they contribute tirelessly to Drury's success.

- Paramount importance is attached to taking care of people, including students, their parents and members of the college community. This "passion to be of assistance," as one staff member characterized it, goes far beyond job descriptions or organization charts.

- The college enjoys unusual continuity in its administrative leadership. Drury's administrative team has an average tenure of nearly 19 years. The 12 team members work together effectively and share a strong commitment to the institution's progress.

- The college selectively adds programs with high student appeal, a practice which contributes to Drury's distinctiveness. It might be said that Drury operates by creating "Mission Oriented Opportunity." Drury dramatically benefits from its fortunate location in a dynamic and growing community. Springfield is attractive to college students and supports an expanding continuing education program.

- By emphasizing strengths and setting forward-looking goals, the college moved from a mode of crisis management to a proactive style of operation. One staff member observed that the stronger Drury has become, the more planning we have done. Today, Drury leads with its strengths and has a clear sense of its identity even as that identity has evolved as a "New American College."

- Staff, faculty and trustees share a deep commitment to the college's mission, success, and progress of the college. Trustees support this progress with sound policies and significant financial leadership.

This retrospective profile of Drury's transformation over a decade and a half is only one case study, and a brief one at that. The factors that have contributed to Drury's continuing success may or may not be relevant to the experience of other institutions in transformation.

I believe, however, that smaller, private institutions like Drury constitute one of the most dynamic areas of American higher education today. An interesting question involves whether it is possible to develop a definitive set of principles of transformation and common denominators for success. This subject is a fertile field for additional case studies such as the ones contained in this monograph, and possibly also a conference. These might be excellent steps for developing higher education's version of *In Search of Excellence*.

Dr. John E. Moore Jr., is president of Drury University, an institution of 4,500 students in Springfield, Missouri. Drury is affiliated with the United Church of Christ and the Christian Church (Disciples of Christ). ■

Developing the Whole Student

How emphasizing personal development helps a college translate an ambitious mission into reality

By Phillip C. Stone
President,
Bridgewater College
Bridgewater, Virginia

Turning mission into reality

ike many colleges and universities, Bridgewater College identifies developing wholeness in students as its highest goal. As shown in our mission statement, we define wholeness in phrases that are also sprinkled throughout the mission statements of many of our peers:

The mission of Bridgewater College is to educate and develop the whole person. Our graduates will be equipped to become leaders, living ethical, healthy, useful, and fulfilling lives with a strong sense of personal accountability and civic responsibility. The mission is carried out in a learning community with Christian values, high standards of integrity and excellence, affirming and challenging each member.

Translating this mission into reality, however, has led us to new territory — sometimes exciting, sometimes difficult, but steadily closer to the goal we are determined to achieve. Five years ago, the faculty of Bridgewater College and I decided to emphasize the systematic development of the whole person rather than focusing only on educating in the content areas of a curriculum. To do this, the college developed what we call the Personal Development Portfolio (PDP) program. Both in program and concept, PDP is redefining the way we educate at Bridgewater College.

The mission is carried out in a learning community with Christian values, high standards of integrity and excellence, affirming and challenging each member.

The nuts and bolts of PDP

he PDP program requires students to demonstrate their development in each of the following eight dimensions: academics, citizenship, cultural awareness, esthetics, ethical development, leadership, social proficiency, and wellness.

Freshmen begin this four-year program by writing and submitting to their faculty adviser an essay that details a personal plan for their development in these eight areas. Faculty advisers approve the plan, advise PDP students on how to achieve it, and work with them to document those achievements in what will become student portfolios. Each student's academic plans, co-curricular activities, leadership projects, public speaking experiences, computer skills, and service-learning activities are assessed, reflected upon, and preserved in written form. Included in the portfolio are writing samples, honors projects, and forms and letters of recommendation, all collected over the college career to document how the student is accomplishing his or her development plan.

In essence, PDP is a four-year process of refining the personal essay, increasing the number and diversity of developmental experiences, and polishing the documentation of one's portfolio—all under the direction and with the support of a faculty adviser.

In addition to the strong advising component of the PDP program throughout students' college careers, PDP groups meet as a class during the freshman year. Coursework emphasizes career planning and skills in time management, studying, and—increasingly —technology. Beyond the freshman year, PDP stresses greater involvement in internships, community service, and leadership projects as the student matures. PDP runs in sequential

From the beginning of the sophomore year, students have faculty advisers in their departments of major.

one-hour courses: PDP 150, 250, 350, and 450. PDP 150 and 450 are required for graduation.

Because PDP 150 is the critical year for students to come on board—both from a program standpoint and conceptually—faculty with demonstrably superior mentoring skills are assigned to freshmen. The groupings are random, and PDP 150 advisers stay with their heterogeneous groups during the students' freshman year. At registration, students also consult with departmental representatives. From the beginning of the sophomore year, students have faculty advisers in their departments of major who perform both functions of registration advising and PDP advising. PDP 150 advisers receive a stipend for their PDP work.

PDP 450 requires seniors to present their portfolios to their respective departments of major. Department faculties review each senior's portfolio for breadth and depth of developmental experiences. Faculty members also interview the senior in a conversation that must demonstrate the senior's thoughtful consideration of his or her personal development in the eight dimensions of PDP.

Program consequences of PDP

DP has spawned the birth and rebirth of other programs at Bridgewater College.

To bring more focus to the area of ethical leadership, the college started a Leadership Institute that currently operates two programs. The college initiated a High School Leadership Academy to which outstanding high school juniors are invited every summer for a weeklong leadership camp on campus. Bridgewater students participate in the Leadership Academy as group leaders—camp counselors of sorts—with significant responsibility for the high school students assigned to them.

The second initiative is a lecture series featuring guest speakers addressing Bridgewater students on aspects of leadership. Attendance at these lectures qualifies for PDP credit, so the linkage is programmed as well as conceptual. In addition there are student workshops for leaders and potential leaders conducted two weekends each year. These workshops encourage students to learn basic leadership skills and to pass them on to successive leaders in their organizations.

The college's ambitious convocation program also ties in with PDP. We invite speakers to weekly convocations on such diverse topics as preserving the oral traditions of Mayan Indians and the ethical considerations of biogenetics. Convocation attendance earns PDP credit, as does attendance at the college's endowed lectures, lyceums, theater productions, and art events. Because esthetics is one of the PDP dimensions, these programs are a natural ally to PDP.

The college's highly active service-learning program also supports PDP, particularly its citizenship dimension. Students participate in "alternate spring breaks" building houses with Habitat for Humanity, going on CROP walks (supporting hunger relief), and participating in local relief efforts with immigrant populations.

These examples are not unique to Bridgewater, but they do illustrate the deliberate way in which the college emphasizes to *every* student the importance of service, leadership, esthetic appreciation, and the other PDP dimensions. Students must consider their development in a wide range of areas and connect their participation in the college's co-curricular activities to that development.

PDP: Embracing the concept

DP's success hinges on the strength of faculty advising. Indeed, mentoring is a better descriptor of the faculty's role in this program.

Admittedly, not all faculty embrace the shift from academic advising—with its concentration on degree requirements, classloads and choice of major—to a more personal relationship in which the student's ethical development, interpersonal skills, wellness, and even tastes are not only fair inquiries but intentional areas of focus. Some professors are uncomfortable with this role, citing lack of training, reluctance to confront personal issues, and even skepticism about the propriety of such a role.

Still other faculty view the program as a threatening shift in values from emphasis on discrete areas of substantive knowledge to the development of skills akin to those learned in "finishing schools." For example, the professors may ask, is equipping persons to become leaders (a phrase in our mission statement) better achieved by studying the lives and works of great leaders (a theoretical approach) or by learning leadership skills? And what of teaching "social proficiency," another of PDP's eight dimensions? Some faculty believe this is not in their job description.

These criticisms have been accepted and interpreted. The college reviews PDP annually and has revised it repeatedly. During the first two years of its development, PDP was discussed at almost every faculty meeting as the college further considered the program's goals and practical implications. Faculty members, along with student representatives, lead and staff the PDP Steering Committee. Currently PDP is part of the focus of the college's self-study for reaccreditation by the Southern Association of Colleges and Universities. Refinement is ongoing.

While faculty members have expressed mixed responses to PDP—at least partly a function of the tremendous work it demands of them—other constituents are enthusiastically supportive. Virtually without exception, parents of prospective students embrace the concept of PDP. The business community likewise craves graduates who have been challenged to think about their personal ethics, service, leadership, wellness, and ability to relate to others.

As for our students, some resist PDP as add-on work that's not relevant to their education. But many, especially the older students and PDP graduates, appreciate the nurturing they received and the systematic prodding to consider who—not just what—they want to be when they grow up. The support of these populations has directly translated into stronger admissions, retention, and job placement for graduates.

Embracing PDP is recognizing that current postmodern students require more counseling and direction than other generations have. We see all around us confusion about values, rapidly changing technology, the need to make career choices in an extraordinarily diverse workplace, and many other societal challenges. These challenges demand college graduates who are not only well-educated but can also work collaboratively, make wholesome and ethical decisions, appreciate diverse perspectives, and maintain balanced, healthy lives. These are the kind of graduates PDP is intended to develop.

We recognize that current postmodern students require more counseling and direction than other generations have.

More work ahead

one correctly, PDP advising is enormously time-consuming. Taking students to art galleries in regional cities, inviting PDP groups home to share an ethnic meal, attending students' debates and choral performances, meeting students individually to review their portfolios and consider how to expand them—all these tasks weigh heavily on faculty already stretched thin by full teaching loads, committee work, and scholarly pursuits. Further, as faculty members give more, they also need to be enriched to make them better mentors and models.

At issue are resources. More faculty are needed to spread the work in acceptable portions. The college is presently soliciting donor funds—$5 million—to endow the program and support faculty development. An endowment for this program would be enormously valuable.

Though PDP has influenced many programs on campus, we have yet to realize the full potential of PDP to relate the academic (one of the eight PDP dimensions) to the co-curricular. For example, a visiting scholar who shares expertise about light should stimulate class discussions in physics, mathematics, English literature, philosophy, and religion. An art exhibit or planetarium visit should be scheduled as a tandem event. If the student who attends the lecture or art exhibit for PDP credit not only earns points in some PDP board game but is also invited to relate ideas across disciplines, then we have succeeded. We need to do even more to link the many pieces of PDP campus-wide.

As faculty members give more, they also need to be enriched to make them better mentors and models.

Bragging rights

he class that graduated in 1999 was the first to participate in all four years of PDP. Although any college can point to its best and brightest and say, "Look what we did," the better test of PDP is whether it influenced the lives of freshmen who at first seem unremarkable.

Four years ago, one such freshman was a young man from Roanoke, Virginia. Although he came to Bridgewater College primarily to play basketball, that career did not materialize. During his PDP 450 senior exit interview in the business department, he specifically cited his PDP adviser and the PDP emphasis on goal-setting and time management as the key factors resulting in his college success and a meaningful choice of vocational path.

In 1995, a young woman from a small town in Pennsylvania enrolled as a freshman. Unfocused and confused about the demands of college, she almost dropped out. Instead, she began an intellectual quest that she could not have anticipated. She became involved in college organizations, accepted responsible positions of employment to finance her education, and developed herself in the eight personal dimensions articulated in the PDP program. She also became conscious of her own need to set goals and develop organizational skills. This young woman completed college with excellent recommendations for a career plus a degree of poise and self-confidence found only in mature individuals.

A model for some, not all

ince implementing our unique program in 1995, Bridgewater College has entertained a steady stream of guests hoping to replicate it to some degree at their own institutions. The PDP director and others have made national presentations for three years at meetings of the Association of American Colleges and Universities and at the National Academic Advising Association.

Though we are enthusiastic proponents of PDP, our college recognizes that not every institution will share our mission or be able, politically, to effect such a program. We are proud of Bridgewater College's mission and this unique program that supports it, and we are grateful for the dedication and patience of a campus that is embracing the politics of change.

Dr. Phillip C. Stone is president of Bridgewater College, an institution that serves nearly 1,200 full-time undergraduate students in Bridgewater, Virginia. ■

Changing the Campus Climate

Proof that a college needn't suffer a crisis to transform its way of working

By Dr. Francis Marie Thrailkill, OSU
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Like many organizations, colleges find their cultures embedded in their mission, sponsorship, historical conditions, and prevailing attitudes about the nature of the "industry" in which their institutions operate. So pervasive are these roots that culture influences nearly every aspect of organizational life, especially the processes by which institutions accomplish their work.

Put another way, the manner in which an organization functions — from democratic to autocratic— s directly related to its cultural norms. In the case of colleges (and probably all organizations), dissonance between the culture of a campus and the actions of its leaders and other individuals can result in alienation, gridlock, and crisis (as well as votes of no confidence). Conversely, leaders have an enormous influence on the ways in which culture evolves.

Of course, a given culture is neither good nor bad. Cultural differences may cause organizations with nearly identical missions to approach and accomplish objectives in fundamentally different ways, yet with equal success. Consequently, a culture's utility depends upon organizational needs, resources, and environmental conditions.

Dissonance between the culture of a campus and the actions of its leaders and other individuals can result in alienation, gridlock, and crisis.

Nevertheless, some attributes of culture appear hazardous to organizational health. Principal among these is culture's predisposition toward the status quo. In other words, while culture can unite people and set the rules for engagement, it can also limit options and actions in the name of conformity to existing practices and goals. Because of its dependence on historical precedent, culture can be a major obstacle to organizational change and, as such, can induce crisis.

The College of Mount St. Joseph has faced several crises in its history, most notably in the 1970s. At that time, several challenges nearly led the Mount to financial ruin. These included declining interest in women's colleges, changes in congregational sponsorship, and a preference for the existing campus culture (namely, a passive management style, an attachment to introspection in the face of external threats, and a reliance on a relatively closed hierarchy for decision-making).

Although this crisis necessitated action by my newly appointed predecessor in 1977, the action's costs were considerable. As I began my presidency at the Mount in 1987, I was convinced that crises were not a desirable way to adapt organizational culture to new realities. Moreover, I was equally confident that culture—the behavioral norms and attitudes by which institutions operate—could be changed without a precipitating crisis and the attending negative side effects.

With the possible exception of well-endowed colleges, most institutions have faced some version of the preceding crisis, usually fostered by a culture that is out of sync with the external environment. And while many of my colleagues agree that it is preferable to undertake organizational change without suffering through a crisis, few have been able to adapt their cultures in advance of financial trouble.

Despite this lack of successful models, it seemed to me that the Mount provided an excellent opportunity to test whether a moderately stable college could intentionally

transform its culture and forestall future crises, overcome external challenges, and value change. After 10 years of experimentation, I have found that indeed it can.

Leadership and the roots of change

n 1987, the Mount's prevailing culture was like that of many organizations that had survived a major economic (enrollment) challenge. During an initial period of swift and painful reorganization, the cultural norms at the root of the crisis were suppressed and replaced by a new paradigm that encouraged fiscal discipline and entrepreneurship. This cultural shift redefined the college's mission to include new services and populations (including the introduction of coeducation and adult learners).

As the crisis subsided, many faculty and staff who had understood the need for immediate action wished to return to a more traditional collegiate culture that featured wider participation in decision-making, the protection of existing initiatives, and incremental change rather than large-scale reengineering. Despite these rising expectations, regular reinforcement of the new norms by institutional leaders (with the support of trustees and the sponsoring congregation) kept the college on a course of outreach and economic restraint.

By the time I interviewed for the Mount's presidency, it was clear that the campus was searching for a leader who could continue the march toward fiscal strength, avoid the behaviors that had fueled the college's earlier financial woes, and improve collegiality. In essence, the community had grown weary of a crisis-management model that emphasized financial security and limited consultation in the name of responsiveness. Faculty, in particular, were anxious to play a greater role in governance; some staff still longed for the protective atmosphere that characterized the college's pre-crisis environment. These competing visions, along with the advent of greater financial stability, made the conditions right for a return to the very same cultural model that prompted the earlier crisis. Interestingly, members of the campus community recognized this dilemma.

Trustees and other campus leaders were more specific about what they wanted the new president to achieve. They, too, knew that a crisis culture could not be sustained and that the college's long-term success depended on a new approach. Because of their experiences in business, health care, and other fields, trustees were especially sensitive to the need for flexibility and a culture that invigorated institutional development without relying on the all-too-common cycle of growth, complacency, crisis, remediation, and recovery.

At this relatively stable moment in institutional history, trustees charged me, as the new president, with this new agenda. Their commission included the development of a new strategic plan, the creation of a more participatory governance structure, and the introduction of a change culture that balanced quality with attentiveness to the marketplace.

The preceding background is designed to highlight a crucial (perhaps obvious) insight about organizational culture. Regardless of external and internal conditions, the foundation of a successful cultural transformation is the commitment of the leadership (most notably trustees and senior management) to the process.

For decades, organizational experts have recognized that institutions change in response to crises or intensive educational activities (such as mentoring). In this case, the Mount's board recognized the need to move beyond crisis management, build upon the institution's

Campus leaders knew that a crisis culture could not be sustained and that the college's long-term success depended on a new approach.

hard-earned stability, and prevent a reversal of financial fortune. Although faculty and staff shared different opinions about the nature of the college's environment and future (a common challenge in higher education), trustee unanimity gave credibility and authority to the change agenda and influenced the board's selection of and mandate to me as the new president. Consequently, I believe that a strong, independent, and challenging board is essential to any revision of organizational culture.

Similarly, presidential communications skills—the ability to inform trustees about the unique dimensions of the collegiate organization—are equally critical.

Moving forward: understanding the environment

ime and again, organizational leaders have attempted to establish a new culture without understanding the dynamics of the prevailing campus environment. My experiences, and those of other presidents with whom I am familiar, tell me that you cannot get where you want to go if you don't know where you are. This simple maxim is often ignored in the rush to act, particularly among new CEOs who want to take advantage of the presidential "honeymoon" period.

Only the hard reality of institutional survival tempered the ingenious, and sometimes impractical, ideas generated by the planning process.

Despite the appeal of an abbreviated timetable for introducing change, it is desirable to provide the community with ample opportunities to investigate challenges, understand organizational conditions, and come to appreciate the benefits of a continuous-improvement approach that avoids crisis-driven change. This gift of time is especially important to faculty who are suspicious of initiatives that seem to generate predetermined outcomes or, in the absence of crisis, limit dialogue.

For the Mount, the new strategic planning process provided an ideal way to identify the college's strengths and weaknesses and examine its cultural values. Over a 12-month period, we sought input from all our constituencies regarding the institution's mission and goals. In addition, we shared a great deal of information with the community on a range of topics (external conditions, management, enrollment, finances, technology, etc.). The process involved engaging people across institutional constituencies—that is, mingling trustees, members of the sponsoring congregation, faculty, administrators, staff, alumni, and civic leaders.

The plan that emerged from these deliberations—known as Vision 2000—provided the framework for a permanent migration from the former crisis-response model to continuous improvement. In addition to providing specific directives, the plan sanctioned an ongoing exploration of the campus's approach to service and management.

The steps outlined above sound remarkably straightforward. Be assured they are not. In many cases, only the hard reality of institutional survival tempered the ingenious, and sometimes impractical, ideas generated by the planning process. In addition, because individuals who had adapted to or flourished in the earlier management cultures recognized that Vision 2000's goals threatened the existing order, they worked to oppose the plan's endorsement of cultural redesign and more rigorous assessment. Amid these competing forces, the value of time, information, and interaction between diverse groups proved vital to building consensus and overcoming objections.

From adoption to implementation: challenges and changes

ith Vision 2000's adoption, the campus agreed to explore the Mount's cultural identity, organizational effectiveness, and governance system. However, just as theory can be confounded by practice, gaining approval for these transformation principles proved easier than implementing them.

Early in the Vision 2000 planning process, it became apparent that trust (or lack thereof) was a major obstacle to institutional change. While most employees were enthusiastic about the Vision 2000 process, many remained skeptical about the long-term viability of a more collegial governance model and the motives of administrators. The college's history of hierarchical decision-making, combined with several unfortunate and unrelated personnel problems, led some faculty to wonder if a collegial model would remain in place only so long as it was convenient. Also, a number of persons dubious about the new cultural direction were quick to raise concerns, both real and imagined, in an attempt to discredit it.

Very quickly, it became clear that efforts to gain broad-based acceptance for a change culture would require the Mount to build trust between members of the campus community. And since the trust issue was rooted in the practice of governance, the creation of a new governance structure—a project mandated in the Vision 2000 plan — became the first order of business.

As with the Vision 2000 plan, widespread involvement characterized the process. In addition to using teams to manage the development of the governance plan's various elements, regular and repetitive feedback was sought from all campus constituencies so as to respond to concerns and maximize participation. The process took about two years to complete but produced two outstanding results:

- a change-friendly model for managing institutional decision-making that recognized levels of authority, roles, and responsibilities; and
- a dramatic improvement in trust levels, as evidenced by a near-unanimous vote in favor of the plan. Ninety percent or more of the employees in every constituency approved the handbook.

Extending the culture of change

nce the redesign of the governance model was complete, the campus community possessed the tools it needed to guide institutional development and relationships. Particularly important was the recognition that change would be an ongoing feature of organizational life, information was the basis of good policy, and different campus constituencies were accountable for certain aspects of campus operations and decision-making. Put another way, the Mount agreed to routinely assess its viability and the needs of the surrounding environment in order to adapt the college to emerging realities prior to the onset of crisis.

While the notion of a transformational culture seemed sensible, the ramifications associated with implementing it were less clear. The uncertainty inherent in a change culture caused discomfort among many faculty and staff, who worried about the lack of personal security that often accompanies a sensitivity to the marketplace.

Although we made efforts to ease these anxieties, it seemed that the time was right to openly confirm what most people knew and feared: No program, service, function, or

No program, service, function, or individual job was beyond the reach of transformation.

The need to engage the community in change across departmental lines became critical to progress.

individual job was beyond the reach of transformation. This cold reality was tempered by memories of the staff reductions that followed the earlier institutional crisis. In effect, many people hoped that the negative results of a pre-emptive reorganization would be less disruptive and comprehensive than those generated during crisis.

However, traditional barriers between departments seemed to limit opportunities for dialogue. Despite the gains achieved through the planning and governance initiatives, many staff seemed focused on their own departments and detached from institution-wide issues. The resulting operational silos appeared to protect departmental interests but, instead, served to isolate people from each other. The need to engage the community in change across departmental lines became critical to progress. (Some would argue that this issue was an extension of the trust problem.)

To overcome the self-protection bias and examine the advantages of short-term, strategic adjustments over wide-ranging, crisis-driven changes, we held a series of campus forums. Fortunately, at about this time the nationally acclaimed Higher Education Roundtable (sponsored by the Pew Trusts and now funded by the Knight Foundation) was launched. The Mount joined the project's second round. From 1992 through 1995, employees from across campus met in retreat-like gatherings to focus on the relationships between the Mount's mission, goals, and values and the challenges of external realities. An independent moderator, along with a set of environmental data (internal and external benchmarks), gave balance and perspective to the discussions. And while the first roundtable featured a selected group of campus leaders, subsequent sessions were open to anyone interested in the dialogue.

By the time the Pew Roundtable program was completed, more than half of the campus community had participated. Although the Pew name added luster to the process, these gatherings would have been just as effective without it. The key ingredients were that an independent moderator was engaged, credible information about institutional conditions was distributed, and the participants agreed to be citizens of the college rather than representatives of their own interests. Some members of the community continued to be skeptical about the process, but most found the conversations refreshing, enlightening, and purposeful. In addition, consensus emerged around the notions that even stable institutions face challenges and an ounce of prevention is truly worth a pound of cure.

As of the publication date of this monograph, the Mount has used this model to further strengthen its change culture and to address a range of institutional issues. These include the development of the college's first institutional marketing plan, a revision of the standards for faculty promotion, a new general-education curriculum, and improvements to a variety of student services. Also, the Mount's next strategic plan (to be called, fittingly enough, "Shaping Tomorrow") will be a product of this process.

But perhaps most exciting has been the steady—albeit slow—evolution of the college away from an environment of self-protection and mistrust to one that embraces change as the surest means to achieve long-term security.

For some, this transformation was so stressful that they chose to leave the college. Other staff who were part of programs or functions no longer deemed effective or relevant (financially or programmatically) have also moved on to new assignments both on and off campus. None of these changes was easy. But most were accomplished with less heartache and more compassion than is possible during times of crisis.

And the positive effects have been spectacular. Over the past decade, the Mount has enjoyed record enrollments, fund-raising, and black ink. It has improved its image as measured by the quality of entering freshmen, retention, and graduation rates. Ten years ago, it would have been unthinkable that *U.S. News & World Report* or *Money* magazine would include the Mount among their lists of best colleges. Today, the Mount is a regular on those lists.

Summary of lessons learned

ust as the Scarecrow questioned Dorothy in the *Wizard of Oz*, it is fair to ask what we have learned. The lessons, both good and bad, have been considerable. They include:

- The commitment of the trustees and administration to the process must be unanimous and strong. To that end, regularly engage the board in conversations with faculty and staff.
- Moments of strategic planning are ideal times to consider culture.
- You must understand your current culture before you attempt to establish a new one.
- Regardless of how much the staff becomes accustomed to a change culture, the need to reinforce those values is constant.
- Even though you must allow ample time to develop and perpetuate cultural transformation, you must also include specific timelines for completing individual objectives within the process.
- It is vital to openly develop and share accurate information (especially financial data) as a means to build confidence in the process and trust among employees.
- You must be honest about the threats that confront both your institution and its individuals.
- Dialogue should take place in neutral settings and across campus constituencies.
- Finally, quality management theory is right in at least one respect: Change is a continuous initiative, and the task of transformation is never complete.

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Answering the Call
The role of service in enhancing both community and campus

By Dr. Peggy Ryan Williams
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Our students come to campus each fall expecting to "be educated." But educated for what? As college leaders, we must help these students balance the development of their intellectual capacities with the development of a sense of, and commitment to, the larger society.

There is much in the literature of service to substantiate this need. Citizenship may be defined as a sense of civic and social engagement and responsibility. It rests on a firm foundation of a sense of "other" and a sense of "connectedness" with other. In their research on individuals who have made a lifelong commitment to serving the common good, Daloz *et al.*, found that the "single most salient pattern ...was what we have come to call a constructive engagement with otherness," coming to know "someone who was significantly different from themselves." As different as the individuals included in the study were, they held in common "a concern for a future that includes everyone, a conviction that regardless of difference, everyone counts."[1]

To live their lives with integrity and consideration for others, students can and must develop these perspectives throughout their undergraduate experience. College is the ideal place to develop and practice habits of good citizenship. Daloz *et al.* remind us, "Higher education is not essential for commitment to the common good, nor does it guarantee it, but a good college education can play a crucial role. At their best, colleges and universities provide a place where students may move from ways of understanding that rest upon tacit, conventional assumptions to more critical, systemic thought that can take many perspectives into account, make discernments among them, and envision new possibilities."[2]

We must believe personally that community service is integral to developing healthy, vibrant communities.

So how do we as leaders of higher education create an environment that fosters service to the larger community? To answer that question, this essay will describe a number of recent and ongoing initiatives at Ithaca College: our innovative partnerships with two schools—one local, the other in Harlem; our Day of Service; our commitment to sending work-study students into the community; and efforts to make service a part of our curricular and co-curricular programs. These initiatives encourage Ithaca College students, as well as faculty and staff, to become active in the local community and beyond. The projects also point up the importance of support from the president and senior-level administrators.

In his book *To Know as We Are Known: Education as a Spiritual Journey*, author Parker Palmer challenges us when he asks whether "we are educating students in ways that make them responsive to the claims of community upon their lives .... Are they simply learning to compete for scarce rewards as isolated individuals, or are they learning how to create communities of abundance in their lives as both learners and citizens?"[3]

There are a number of ways in which we who are college leaders can help develop a sense of commitment to service, but first and foremost, we must believe personally that community service is integral to developing healthy, vibrant communities. As president of an institution of higher learning, I have the regular opportunity to address faculty, students, and community leaders and groups. As often as I can, I talk about the importance of community service and our efforts at Ithaca College. My inaugural address, "Knowing and Knowing Better: Education for Self and Community," discussed the importance of

education and its use for the betterment of others. It was a wonderful chance for me to let the community know what my values are. Now, as each incoming class of students begins at Ithaca, I include a segment on service as part of my convocation address.

Formalizing the partnerships

ublicly sharing my views from the very start helped encourage those already working on partnership activities. When I assumed the presidency of Ithaca College in 1997, the college had a longstanding relationship with South Hill Elementary School, just a few blocks from campus, and had recently begun a relationship with the Frederick Douglass Academy, approximately 230 miles away in New York City. Both initiatives promised to broaden the experiences of our students, faculty, and staff while helping these two schools expand their resources and educational opportunities for their students.

But we needed to formalize these relationships so that the partnerships, which had begun to germinate, could be nurtured and finally bloom.

Formalizing the partnerships included bringing senior-level administrators and faculty together to articulate what was manageable while providing enriching experiences for all involved. It was important not to promise opportunities or services that we might not be able to deliver. Probably one of the most significant factors in creating a successful relationship was working closely with the schools' program administrators and teachers to ensure that the partnerships were reciprocal and well understood. As we developed these partnerships, the senior team had to fully embrace the programs and commit the appropriate time and resources.

We needed to formalize these relationships so that the partnerships, which had begun to germinate, could be nurtured and finally bloom.

South Hill Elementary School

ur partnership with South Hill was formalized during the spring 1998 semester at a "signing ceremony" at the school. This wonderful event included a lively discussion with students, teachers, and administrators and a performance by a faculty quartet. Picture a gymnasium full of bright-eyed elementary students listening to our School of Music students perform variations on "Twinkle, Twinkle Little Star" and other childhood favorites while learning how their neighbors "up on the hill" would help enrich their classroom experiences. The children may not have fully understood what was taking place, but they were hearing about college in a very user-friendly and welcoming way.

Since then, more than 500 of our students, faculty, and staff have participated in South Hill programs. For example, a campus safety officer provided safety tips to a third-grade class. Faculty and administrators were guest readers in various classrooms. South Hill students visited our campus for programs, concerts, and special demonstrations. Education students served as interns and student teachers in a number of classrooms. And members of our music faculty helped the fifth grade put on a concert that included performances by South Hill students as well as Ithaca faculty and staff. The concert exemplified what the partnership had become—the result of extensive coordination and a major time commitment from all parties involved.

In a school where resources are few and needs are many, the Ithaca College partnership has become a consistent, positive presence.

Frederick Douglass Academy

ven on a good day, life on the streets of Harlem can be difficult for children. The Frederick Douglass Academy is located in an area where crime and drugs are prevalent. But even though many FDA students have challenging home lives, they are not allowed to use their personal circumstances as an excuse for failing in school. The academy holds them to high standards while giving them the support they need to meet their goals. Housed in an old but well-maintained converted elementary school building, students and teachers work together to meet challenges. In a school where resources are few and needs are many, the Ithaca College partnership has become a consistent, positive presence.

As a tangible demonstration of the college's serious commitment to educating minorities, the partnership encourages FDA students' desire for higher education by making college seem very real. It also provides innovative field opportunities to our students who are preparing for a teaching career. We want the FDA-IC partnership to foster an understanding that crosses the boundaries of race and culture. Currently supported by college funds and a one-year grant from an anonymous foundation, the partnership has three basic components:

- a series of workshops during the academic year at FDA where college faculty and teacher education students, working with FDA teachers and students, target specific academic needs and offer enrichment opportunities;
- scholarships enabling FDA students to attend summer enrichment programs on the Ithaca campus and earn college credit; and
- summer enrichment workshops at Ithaca for FDA teachers who wish to supplement their subject knowledge and teaching skills.

The opportunities to work together take many other forms. In March 1999, 30 FDA students participated in an opera workshop led by Ithaca faculty at FDA. As a follow-up, these students attended a production of *Susannah* at the Metropolitan Opera. During the last academic year, partnership funds also helped pay housing costs for an Ithaca College senior who lived in the Harlem community while completing her student teaching at FDA. In addition, we invited 15 FDA middle school students to campus to hear our commencement speaker, Maya Angelou, whose poetry they had been teaching to nursing home residents. The students even had the opportunity to meet her before the ceremony. The exchange was so moving that I imagine it was a life-altering experience for some.

Longview

ne other significant and well-established partnership is with Longview, a residential community for roughly 200 older individuals.

Our faculty, staff, and students are deeply involved in a number of aspects of Longview. Students majoring in physical therapy, occupational therapy, exercise and sport sciences, and speech pathology and audiology regularly hold clinics and provide service to the residents. Sociology and anthropology faculty have met with groups of residents as part of class assignments dealing with oral histories and aspects of aging in America. In addition, members of our athletic teams have helped residents move in; other student groups have washed residents' cars; the Faculty Council is sponsoring a lecture series, and members of various choral and musical ensembles perform at Longview on a regular basis. A faculty

member who is part of our Gerontology Institute coordinates the activities and works to encourage more interaction between the two institutions.

Along with programmatic initiatives, Ithaca College helped develop the Longview infrastructure by including the facility on our telephone and Internet system. Currently, senior college administrators and Longview personnel are working jointly to improve public transportation between Longview and the college, making it easier for our students to serve there and for the residents to visit our campus for classes, lectures, concerts, athletic contests, and theater events. This blossoming partnership has provided an enriching experience for everyone involved.

The Ithaca College Day of Service

ormal partnerships are one method of encouraging community members to serve, but there are other, equally effective, means. As part of my presidential inauguration, we began a campus-wide Day of Service. The day was intended not only to help the local community but also to celebrate the services that members of the college community provide year-round.

The Day of Service was so successful that we repeated it in spring 1999 with over 60 service projects throughout the county. The budget office staff collected food and supplies for dogs and cats at the local SPCA. Students in the School of Music sang at six elementary schools. President's office staff read to classes and assisted at elementary schools. Student government collected clothing, Faculty Council collected books, and Staff Council collected food for local agencies. The Physical Therapy Club did service projects at local nursing homes and continuing-care facilities. And students helped to clean up our local South Hill neighborhood.

The enthusiasm the Day of Service generated helped spark interest in those who had not volunteered before. The day also helped build continuing relationships with local agencies, schools, and associations. For example, as a result of the service from the president's office, several of our education students are now interning at Beverly J. Martin Elementary School. By launching the first Day of Service as part of my inauguration, I sent a clear signal to the campus community that I believed service to be an integral part of our students' experience.

This blossoming partnership has provided an enriching experience for everyone involved.

Federal work-study and service

thaca College has also embraced the federal work-study program's commitment to service. For the past two years we have well exceeded the agency's mandate to use five percent of our federal work-study funds for off-campus employment in nonprofit agencies. We made this decision so that our students would have meaningful (and, we hope, interesting) experiences in the community while providing much-needed support to over 30 local agencies.

Organizations such as the Cayuga Nature Center, Southside Community Center, the Task Force for Battered Women, United Way of Tompkins County, Finger Lakes Land Trust, Challenge Industries, and the Caroline After-School Program all benefited from the work-study program. A number of agency representatives have written to express their deep appreciation for the work of our students and the support of our college.

Service in curricular and co-curricular programs

ertainly an important part of building commitment to service is infusing a service component into the curriculum. Currently we have over 50 courses that include service in their course requirements. For example, students in the courses Tax Accounting and Advanced Tax Accounting participate each year in the federal VITA (Volunteer Income Tax Assistance) program, which helps low-income individuals and senior citizens prepare their tax returns. Students in our organizational communication, learning, and design program assist nonprofit agencies through their course, Promotional and Instructional Video Practicum.

These student volunteers don't just receive valuable experience. They also gain an important sense of the needs of the larger community and the role they can play as concerned citizens. I therefore commend the faculty who have creatively included service in their course work.

I commend the faculty who have creatively included service in their course work.

Service occurs outside the context of the classroom as well, thanks to our 140-plus clubs and organizations. One group, the Community Service Network (CSN), serves as a clearinghouse and referral service for interested students. It has developed five standing committees, each addressing different community needs: the homeless, the elderly, the disabled, children, and literacy. CSN has been effective in matching students with service experiences and developing strong relationships with community agencies. In an effort to help the CSN leadership, I funded six students' attendance at a Campus Outreach Opportunity League (COOL) conference last year. For a relatively small amount of money, those students were able to learn from their peers how to conduct effective service programs and be better service leaders.

A large percentage of our other campus clubs also provide service opportunities as part of their mission. For example, the Society for Professional Journalists sponsored an essay contest for high school students. AGES (Aging and Gerontological Education Society), a club that supports the elderly, hosted a Harvest Moon Dance and entertained elderly residents when they were moving into Longview. And the Student Activities Board donated profits from a poster sale to local charities. In addition, all resident assistants are required to offer one service activity in their residence halls each semester.

A model for life as it should be

s college leaders, we presidents must provide our students with rich examples of what professional life and organizational work can be. Indeed, partnerships and initiatives like Ithaca's take work as well as a true commitment of time and resources. However, such experiences during the college years, at a critical stage in students' development as responsible human beings, will be instructive long after they leave us. We must all therefore commit to making the college community a model for the kind of community that students will create in their later lives.

Dr. Peggy Ryan Williams is president of Ithaca College, an institution of 5,900 students in Ithaca, New York. ■

Endnotes

[1] Laurent A. Daloz, Cheryl H. Keen, James P. Keen, Sharon Daloz Parks, "Lives of Commitment," *Change* (May/June 1996), p. 12.
[2] Ibid.
[3] Parker J. Palmer, *To Know as We Are Known: Education as a Spiritual Journey* Harper (New York: 1993), pp. xvii-xviii.

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